

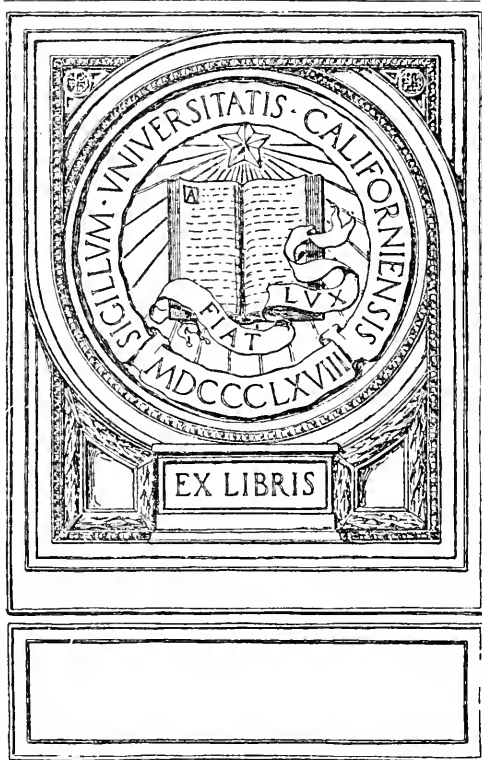
Inauguration Ceremonies  
and Pan American  
Educational Conference

*at the*

University of Southern California

*April 1922*

UNIVERSITY OF CALIFORNIA  
AT LOS ANGELES













INAUGURATION CEREMONIES  
AND  
PAN-AMERICAN EDUCATIONAL CONFERENCE  
AT THE  
UNIVERSITY OF SOUTHERN CALIFORNIA



# INAUGURATION CEREMONIES

of

RUFUS BERNHARD VON KLEINSMID

A.M., Sc.D., J.D., D.M.C.P., Ph. et Litt.D.

as President of the

University of Southern California

and

Exercises of the Pan-American Educational Conference

April Twenty-seven to Twenty-nine

Nineteen Twenty-two



UNIVERSITY OF SOUTHERN CALIFORNIA  
LOS ANGELES



DEDICATED  
TO THE  
SPIRIT OF INTERNATIONALISM  
THROUGH EDUCATION





FACULTY COMMITTEE ON  
INAUGURAL

EMORY STEPHEN BOGARDUS, *Chairman*

WARREN BRADLEY BOYARD

RALPH TYLER FLEWELLING

HAROLD JAMES STONIER

ROY EDWIN SCHULZ

ROCKWELL DENNIS HUNT

# Contents

---

Conference on Pan-American Education.....	17
Governor William D. Stephens, LL.D., presiding	
Hispanic-American Culture and Ideals.....	24
Jose M. Galvez, Ph.D., University of Chile	
Potentialities of Pan-American Women's Conference.....	39
Mrs. Josiah Evans Cowles, A.M., Past President International Federation of Women's Clubs	
Exchange of Professors and Students.....	43
O. W. E. Cook, Ph.D., Executive Secretary Mexican-American Scholarship Foundation, Mexico City, Mexico Ellwood Patterson Cubberley, A.M., Ph.D., Leland Stanford Junior University	
Conference on Pan-American Relations.....	55
Honorable A. J. Wallace, LL.D., presiding	
The Relation of the University to Public Service.....	61
Gumaro Villalobos, Ingeniero y Diputado, Consul General of Mexico, New York	
Urgent Problems of Education in the Americas.....	65
President David Spence Hill, Ph.D., LL.D. University of New Mexico	
Preventive Medicine in Pan-America.....	74
Theodore C. Lyster, M.D.	
Pan-Americanism, America's Great Opportunity.....	83
The Honorable John Barrett, LL.D., Counselor and Advisor in International Affairs	
Inauguration.....	103
George Finley Bovard, D.D., LL.D., President Emeritus, presiding	
Invocation.....	105
Bishop William Bertrand Stevens, Ph.D., LL.D., Episcopal Diocese of Los Angeles	
Presentation of the President-Elect.....	107
Bishop Adna Wright Leonard, President of the Board of Trustees	
Inaugural Address.....	112
Rufus Bernhard von KleinSmid, Sc.D., J.D., D.M.C.P., doctor en filosofia y letras, Fifth President of the University	
Benediction .....	129
Bishop Charles Edward Locke, D.D., LL.D., of Manila, P. I.	

Presentation of Delegates.....	131
President von KleinSmid, presiding	
City of Los Angeles.....	133
Mayor George E. Cryer	
State of California.....	135
Honorable E. P. Clarke, President State Board of Education	
Latin-American States.....	138
Marcos Huidobro, Ph.D., Consul General of Chile, San Francisco	
Augustin T. Whilar, Ph.D., Universidad Mayor de San Marcos de Lima	
Alumni .....	143
Tully C. Knoles, D.D., College of the Pacific	
Secondary Schools.....	146
Principal Albert E. Wilson, Ph.D., Manual Arts High School, Los Angeles	
Southern California Colleges.....	148
President James Blaisdell, D.D., Pomona College	
Universities.....	151
Dean Henry Rand Hatfield, Ph.D., University of California	
Foreign Universities.....	154
J. W. Scott, Ph.D., University College, Cardiff, Wales	
Trustees' Dinner to Delegates and Specially Invited Guests..	159
Rockwell D. Hunt, A.M., Ph.D., Toastmaster	
Conference on Pan-American Commerce and Industry.....	185
William M. Bowen, LL.B., presiding	
Latins and Anglo-Saxons in the New World.....	190
Captain Paul Perigord, M.A., California Institute of Technology	
Commercial Development .....	204
Honorable John Barrett, LL.D., Former Director General, Pan-American Union	
Business Training for Pan-American Countries.....	212
Henry D. Anaya, J.D., Former Consul of Mexico	



## P R E F A C E

**I**N the presence of an assemblage of dignitaries representing educational institutions and National Governments, Rufus Bernhard von KleinSmid was formally inducted into office, April twenty-seventh, nineteen hundred twenty-two, as fifth President of the University of Southern California.

Widely separated fields of educational activity were represented by the delegates to the Pan-American Educational Conference, held in connection with the inaugural ceremonies.

Since this was the first meeting of official representatives from various American Republics considering exclusively problems of education, it was determined that the valuable addresses delivered during the conference be preserved in a lasting form, and that they be given a wider audience through general distribution.

# GENERAL PROGRAM

## THURSDAY, APRIL 27

9:00 A.M. Registration of Delegates

10:00 A.M. Conference on Pan-American Education

GOVERNOR WILLIAM D. STEPHENS, LL.D., Presiding

Hispanic-American Culture and Ideals

JOSÉ M. GÁLVEZ, Ph.D., Director of English and German, Instituto Pedagógico, Universidad de Chile

Potentialities of Pan-American Women's Conference

MRS. JOSIAH EVANS COWLES, A.M., Past President General Federation (International) of Women's Clubs

Exchange of Professors and Students

O. W. E. COOK, Ph.D., Executive Secretary Mexican-American Scholarship Foundation, Mexico City, Mexico

ELWOOD PATTERSON CUBBERLY, A.M., Ph.D., Leland Stanford Junior University.

Discussion

12:30-2 P.M. Luncheon for Delegates, Guests and  
Faculties in University Parlors

2:00 P.M. Conference on Pan-American Relations

THE HONORABLE A. J. WALLACE, Presiding

The Relation of the University to Public Service

GUMARO VILLALOBOS, Ingeniero y Diputado, Consul General of Mexico, New York

Urgent Problems of Education in the Americas

PRESIDENT DAVID SPENCE HILL, Ph.D., LL.D.

Preventive Medicine in Pan-America THEODORE C. LYSTER, M.D.

Pan-Americanism, America's Great Opportunity

THE HONORABLE JOHN BARRETT, LL.D., Counselor and Adviser in International Affairs

Discussion

8:00 P.M. Oratorio—"The Hymn of Praise"

(Mendelssohn)

MERLE MCGINNIS, President of Student Body, Presiding

The University Choral

HORATIO COGSWELL, Conducting

Assisted by:

MELBA FRENCH, Soprano

ANNIE MOTTRAN CRAIG, Soprano

LAWRENCE STRAUSS, Tenor

## FRIDAY, APRIL 28

9:30 A.M. Academic Procession, from Old College

10:00 A.M. Inauguration

GEORGE FINLEY BOVARD, D.D., LL.D., President Emeritus, Presiding

Processional Hymn and Organ

JULIA G. HOWELL, University Choral and Congregation

Invocation

BISHOP WILLIAM BERTRAND STEVENS, Ph.D., LL.D.,

Episcopal Diocese of Los Angeles

Presentation of the President-Elect

BISHOP ADNA WRIGHT LEONARD, D.D., LL.D., President of Board of Trustees

Inaugural Address

RUFUS BERNARD VON KLEINSMID, Sc.D., J.D., D.M.C.P., doctor en filosofía y letras, Fifth President of the University

Anthem—"Festival Te Deum" in E flat (Buck)

THE UNIVERSITY CHORAL

Conferring of Honorary Degrees

Benediction

BISHOP CHARLES EDWARD LOCKE, D.D., LL.D., of Manila, P. I.

Recessional—Alma Mater

12:30-2 P.M. Luncheon for Delegates, Guests and  
Faculties in University Parlors

2:00 P.M. Presentation of Delegates

PRESIDENT VON KLEINSMID, Presiding

Herald—ANTHONY F. BLANKS, A.M.

City of Los Angeles MAYOR GEORGE E. CRYER

State of California

THE HONORABLE E. P. CLARKE, President State Board of Education

Latin-American States

MARCOS HUIDOBRO, Ph.D., Consul General of Chile, San Francisco

AUGUSTIN T. WHILAR, Ph.D., Universidad Mayor de San Marcos de Lima

Alumni PRESIDENT TULLY C. KNOLES, D.D., College of the Pacific

Secondary Schools

PRINCIPAL ALBERT E. WILSON, Ph.D., Manual Arts High School, Los Angeles

Southern California Colleges

PRESIDENT JAMES A. BLAISDELL, D.D., Pomona College

Universities

DEAN HENRY RAND HATFIELD, Ph.D., University of California

Foreign Universities

J. W. SCOTT, Ph.D., University College, Cardiff, Wales

4:00 P.M. President's Reception, University Parlors

7:00 P.M. Trustee's Dinner to Delegates and  
Specially Invited Guests

SATURDAY, APRIL 29\*

10:00 A.M. Conference on Pan-American Commerce  
and Industry WILLIAM M. BOWER, LL.B., Presiding

Latins and Anglo-Saxons in the New World

CAPTAIN PAUL PERIGORD, A.M., California Institute of Technology

Business Training for Pan-American Countries

HENRY V. ANAYA, J.D., Former Consul of Mexico

Commercial Development

THE HONORABLE JOHN BARRETT, LL.D., Former Director General, Pan-American Union

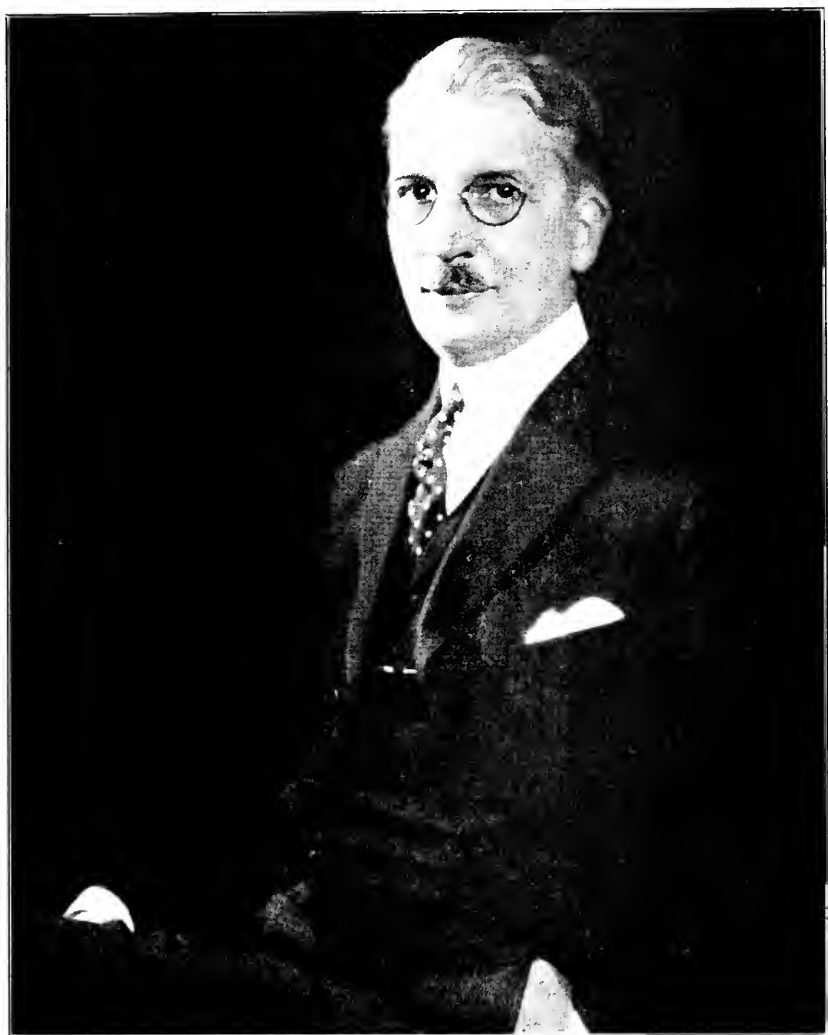
Discussion

12:00 Luncheon, Los Angeles Chamber of Commerce  
Complimentary Automobile Excursion for Delegates by the  
Chamber of Commerce

\*NOTE.—Doctor Gálvez will address the American Association of Teachers of Spanish, Los Angeles Chapter, at 10 o'clock, Room 206 Hoose Hall. The address will be in Spanish and the public is invited.







RUFUS BERNHARD VON KLEINSMID

SC.D., J.D., D.M.C.P., PH. ET LIT.D.

Fifth President of the University of Southern California



*April Twenty-seventh*

**MORNING SESSION**

**CONFERENCE ON PAN-AMERICAN  
EDUCATION**



# INVOCATION

10 A. M., APRIL 27

EZRA A. HEALY, A.M., S.T.D.

Almighty God, Father of Our Lord and Saviour Jesus Christ, we come into Thy presence in this hour of hours, invoking Thy divine blessing upon us.

We are representative here this morning of vast interests, not only locally but nationally and racially. We stand in this moment when the problems of the world are now filling the thoughts of men, and under the great burdens of national and international affairs men are today groping for the light, consumed as though it were with no language but a cry. But Thou, God of Light, wilt Thou, in this moment when the world leans on Thy leading so greatly, guide and direct the minds of those on whom the great responsibilities of state and nation lie. Especially do Thou, in these hours of hours we tarry here together, give to us a vision of the present needs and the present opportunities. Hasten the time when war shall be no more; when even the rumor of it shall have been forgotten; and when men shall go out to war no more forever. To that end we pray that speedily there may come that attitude of mind and heart toward all the nations of the world that shall cement the nations of the world in a common brotherhood of nations. Especially do Thou bless those nations that lie here close to our doors, and beside whom we have our existence as a people, as we shall hear them speak, those who shall represent the great interests of those countries that lie to the south of us. May we make a beginning through this agency here, a new impetus for the doing of the big and Christian thing. Hasten the time when race prejudice shall cease; when law and order shall obtain everywhere; when men shall live not unto themselves, but when they shall live in accordance with the sacrificial principles given to us and to the world by Christ Our Lord.

To that end we pray Your blessings upon the President of the United States of America and upon all who are associated with him in authority; bless the governments of the various

commonwealths, and be Thou an especial guide to him who is the leader of our own great State, and give him wisdom as the governor in the leading of the forces for righteousness and sobriety.

For this institution we pray, and for all the educational institutions that are making for the uplift of the race. To that end we ask once more Thy guidance and Thy spirit to be with us. Cheer us as we pause in a moment of holy waiting, that every heart before us here may remember that Thou art the God and Father of us all, and that Thou dost love us with a never-failing love.

Hear us, forgive us what we have been, consecrate what we are, order what we shall be, and to Thy Name, Father, Son and Holy Spirit, we will give all the praise, world without end. Amen.

EMORY S. BOGARDUS, A.M., Ph.D.

*University of Southern California*

There are two methods of seeking progress: one is the finding things out, and the other is by thinking things out. This conference is called to further the latter method. We can build national barriers, increase national animosities, increase hatred, and plunge ourselves into wars, if we will, or we may undermine all unnecessary national walls and proceed upon the basis of educational processes. This conference is called to further the educational method of bringing about good will. The idea of this Pan-American conference originated in the mind of President von KleinSmid, and, therefore, it is appropriate that he speak to you words of welcome at this time.

RUFUS BERNHARD VON KLEINSMID

SC.D., J.D., D.M.C.P.

*Fifth President of the University of Southern California*

This is the day of the international mind. Barriers have been broken down, not so much because they had to be, as be-

cause they ought not to have been. This is the day when we are looking with surer and clearer visions than ever vouchsafed to us before, toward the realization of the universal fatherhood of God and the universal brotherhood of man. The methods of peace appeal to us who seek truth much more strongly than the methods of strife, and it is in the hope that the days which we must spend together will prove to us, and through us, insofar as our influence may extend, to all with whom we come in contact, that a new day of peace is dawning to the world.

We welcome here the representatives of some 25 nations, among which are 15 nations constituting those of the Pan-American Union. If it seems, on this occasion, that a peculiar emphasis is laid upon Pan-American relationships, it is due in part to the fact that we ourselves feel quite inadequate to the task of inviting the world at this time to the campus of the University of Southern California, though in view of the great work that is to be done we feel as though we ought to be the greatest university in the world. Our relationships with Pan-America have been close and sympathetic, and it is in the memory and in the appreciation of those relationships that it has seemed to me a most happy occasion for our assembly, at the inaugural of the fifth president of this institution. Not merely to witness the installation of an administrator of an institution of learning, great as it may be, seems to me the justification for calling together men and women from the uttermost parts of the world, particularly at a time when great problems crowd for solution. And so, in connection with this inaugural occasion has it seemed wise that we meet in conference, to talk heart to heart, and mind to mind, of the things which are so important for the days to come.

In the spirit of broadest sympathy, in a spirit of keenest appreciation of your acceptance of the invitation, do I welcome not only the distinguished guests who represent authority and law and nations who have assembled, but the guests who represent the institutions of learning of those nations, and those who represent the great colleges, universities, learned societies, institutions of religious, civic and social nature in the United States of America.  
States of America.

In the coming three days the campus is yours. Will you not feel that it is yours? That there is nothing at the disposal of the organization which we call, with pride, the University of Southern California, that is not already placed before you?

Again, we thrice-warmly welcome you to this occasion.

### DOCTOR BOGARDUS

A large number of letters and telegrams have been received by the president and by members of the inaugural committee, a few representative ones of which I should like to read.

(Letters and telegrams from the following were then read) :

Bureau of Education, by the Acting Commissioner.

Corresponding Secretary, Board of Education, Methodist Episcopal Church, New York.

Director-General of the Pan-American Union, Washington.

Secretary of Commerce, Herbert Hoover.

Warren G. Harding, President of the United States.

We are fortunate in having as the presiding officer at this opening session of our conference one who has been prominent in business, educational and public life in our country for more than 35 years. As a citizen of Los Angeles he has served as a member of the Board of Education, and as Mayor, as well as being a member of the Board of Trustees of this institution. As a citizen of the United States he has been a member of the 62nd Congress, of the 63rd Congress, and of the 64th Congress. He is now Governor of the State of California.

I take great pleasure in presenting to you the distinguished Governor of the Commonwealth of California as the presiding officer.

### WILLIAM D. STEPHENS, LL.D.

*Governor of California*

Presiding

A great honor is conferred upon a citizen of this community, as the Governor of California, in being permitted to preside over a gathering of this kind; I appreciate it, and I extend to



you all, but especially to those representatives of other nations of the world, to the representatives of educational institutions in many parts of the world a most cordial welcome. And I, at this moment, extend a special welcome to the representative of our sister republic immediately to the South.

We are gathered here in this splendid convention this morning, in a great hall of the university which Doctor Bovard has brought to near its present great reputation—wonderful achievement for any man to accomplish. We give great honor, and we pay great respect, to him, because we love and honor Doctor George Finley Bovard.

We greatly appreciate the presence here today of those who are interested in the development of the two Americas, in the closer relationship of all peoples in the world, particularly those people who dwell upon the two continents in the western hemisphere. Much of the world's future, and a very large part, indeed, of the world's immediate future, lies in the development of the shores of the Americas along the Pacific Ocean. We look forward, with the utmost confidence, to the development of fraternal relationship that shall mean good will—and good business, too, if you will—between all of our respective countries.

These visitors have come to what we deem a wonderful part of this republic. You know I am given to singing the praises of California, and almost I would do it here. Perhaps a story can best illustrate the growth of California, of Southern California, of this marvelous city. It is said the president of the Los Angeles Chamber of Commerce journeyed to New York City last fall, asked there by a great gathering to talk about Los Angeles, its growth, and its development. He said, "As I approached the rostrum I determined that I would exaggerate the true conditions; I would tell a marvelous story of the growth of Los Angeles, and perhaps go beyond the truth, and I did, as I thought, in my statement of its growth. I remained in New York City three weeks, and when I got home again to Los Angeles I found that the city had grown so fast that what I said was far below the truth."

When I came here, 35 years ago, and established my home, this city had but 35,000 people. Last night it had 735,000—I have no report this morning.

To each and every one I extend a sincere and heartfelt welcome, not only personally, but also officially as the Governor of the great State of California.

Friends, we are gathered here today for a most interesting program. At this particular moment you are to have an address upon Hispanic Culture and Ideals by Doctor Jose M. Galvez, Director of the Division of English and German, Instituto Pedagogico, Universidad de Chile. It is a pleasure, it is an honor, to have him with us. I present Doctor Jose Galvez.

#### HISPANIC-AMERICAN CULTURE AND IDEALS

JOSE M. GALVEZ, Ph.D.

*University of Chile*

It is a great honor for the University of Chile to have been invited to this assembly, and it is especially one for me to represent it on this occasion. By the by, if I may be allowed to follow the remarks of His Excellency, the Governor, and look from this wonderful present condition towards the past, I do not know why I should feel a stranger to California. It was many years ago, about the middle of the 18th century, that Bernardo Galvez came to this section of the world, bringing the first culture of Europe that came up to California. It is now the privilege of the most modest of the versatile Galvezes, working in a university of Latin America today, to come to you to remind you—while you need no reminder—of the prestige of Latin-American culture for Spanish culture is here cultivated in a deep and wonderful fashion.

It is for me, therefore, to say that I do not feel a stranger in coming to you, and I feel that I am coming to a place that I have been yearning to see ever since I have been a youth.

When Theodore Roosevelt went to the university I have the honor of representing, and he was hissed by the students of the University of Chile as he came out of the great hall, and "Viva Colombia" was shouted at him, he asked why it was they hissed him, and he was told it was because of Colombia. "Well," he said, "those boys have pep. I like them"; and he did like them. He represented, he was the embodiment of that doctrine of "pep," the apostle of the strenuous life, the worthy representative of this vigorous republic.

We look up from south of the Rio Grande with the great expectation some day of beating you on the field, say, of Olympic sports—as I hope to propose to you soon.

I have had of late one of the greatest impressions of my life—say of my university life—when on the oval of the Berkeley university I saw the University of California and Stanford struggling, inch by inch, until each of them obtained 65½ points in the most splendid track meet I have ever seen. I must take the liberty of congratulating the governor of this great State, which, by the by, was made by the Almighty in imitation of Chile. You have a thousand miles of beautiful climate, and we have in Chile three thousand miles of it. Mr. Governor, we beat you by two thousand to begin with.

Now, then, I was going on to say that that great impression I had of the Berkeley meet made me feel what a great thing it is for this State to possess in its northern section these two wonderful universities; one representative of the democratic spirit of a very progressive institution of the State, and the other one complementing it, and in a like condition: the one with its campanile looking like a lighthouse of learning in front of the Golden Gate, towards the Pacific, the other like the greatest of all of the elder missions, with the warm tone of its sandstone, and its magnificent set of boys and girls on Stanford Forum.

Now, then, I thought to myself, a State that has those two universities ought to be proud of itself. They complete themselves marvelously well. But on arriving here this morning I have felt something else; I have felt that last, but not least, something great, and of a similar value, is to be found here. I feel the great privilege of being in one of the great denominational colleges; and I had felt that the small type of denominational college is perhaps the greatest thing you have in the training of character in your institutions of learning.

And after one looks over the research work, athletics, and whatever you might think of, there is one thing that is pre-eminent among all the manifestations of learning in universities, and that is, that they should mould the characters of the young men and women that flock to them.

I feel, therefore, Your Excellency, that you are the fortunate governor of a State with three gems in its intellectual

crown; the two mentioned before, in the north, and this southernly one, mentioned in third place on account of being farthest to the south—last but not least—of the greatest moral value for the greatest of all tasks that a State can take up, that of training men and women of character, that you may have the best exponents of the culture of a great nation.

Bernardo Galvez brought to you the culture from south of the Rio Grande first before any other part of the United States, with the exception of Florida. You know that a culture in general to flourish has the need of having a foundation of idealism. There can be no such thing as culture flourishing without the aid of idealism. Now, then, we will look upon the whole continent of America, from Alaska down to Cape Horn, and we find that there is one common thing that unites the spirit of the Americas, and that one thing is best symbolized by that statue made out of the cannons of two nations that during 50 years almost of clashing and warfare—that after a discussion of 50 years had the good sense to let the women of both nations send the cannon from both nations to be melted and transformed into a statue to be placed on the top of some of the greatest mountains of this continent.

The culture of this continent is a Christian culture. The divisions and the differences which exist do not refer to the essentials, to the essence, of Christianity; they refer to the forms of Christianity. I might perhaps express the difference in the form of Christianity in the older Latin-American culture and in the northern, the younger Anglo-Saxon-American culture by a comparison. We look upon the great idealism which is the foundation of our Latin-American culture as a castle upon a mountain, a castle of the Middle Ages, with all of the perfection of the medieval castles, with its wholesome Gothic architecture, with its passages, half-lit by the dim light being thrown into it by stained glass windows of Gothic art, with its beautiful chapels, with its incense, with its artistic shape, with its veneration, with its worthiness of being venerated for its age of over a thousand years; for its art, for its sense of form. The people that dwell therein have cultivated an idealism which, closed in itself, has the firmness of structure of a granite mountain, upon which it is built. It has grown out of that rock, and it has the weight of the rock upon the individual

soul to a great extent. It exacts from the individual a certain sacrifice of personality for the universalism, for the plurality of the whole.

We compare that picture, representing the foundations of Latin-American idealism, with the northern one. That Christian idealism upon which your culture is based is a kind of city, with its small houses, its small dwellings for each family to dwell in, with each dwelling full of light, full of hygiene, full of the modern privileges of comfort and of modern life; where the individual in each and every house has a part in each of the things that the world and nature have granted in a freer way here.

Each one of the two pictures has its prerogatives; it has its advantages. There is one thing in which you have an advantage over us, and that is that your small town, similar to one of these towns in this beautiful part of your State, with the comforts of modern life in each house—that picture is more in harmony with development, it is more in harmony with progress, and, therefore, I think in Latin America we can do no better than trust the United States of America. Some people used to think that this could not be; when we did not know you, when you were characterized as the greatest enemy of Latin America. The fact of your leaders having declared many times that you are no danger to us, that you wish to be our sincere friend; the fact that you have enormous tracts of land in the Mississippi Valley, and almost everywhere, awaiting settlers, all means that is sincere. We feel it here—this atmosphere of sincerity and goodwill. I am perfectly convinced that the United States do not want Latin America. I am perfectly convinced that you are not our enemy, but our friend. I am perfectly convinced that our greatest enemy lies within us; that if we just modernized our beautiful Gothic medieval castle, if we transformed it into a mansion for modern dwellers of the 20th century to live in, we also will be able to look to you for cooperation in health, democracy and education. I say this in no sense of inferiority, but with a realization of our shortcomings of the present day.

Now, I am not going to altogether deliver a speech to you which will have the character of a vague dissertation, but I would like to lay as a foundation for the future a few things

that I am going to read to you. I think the best way to proceed in a conference such as this is to present something concrete that might be adopted, or be considered in the final part of the meeting, and that is so that, whether accepted or not, we shall have something that may remind us, and that may contribute to the concrete results of a conference; that it should not just be merely a question of speeches, but something that might express some of the desires of the Pan-American peoples, to go ahead, so to speak, with their ideals in harmony with their aspirations for progress. I therefore take the liberty of submitting to the delegates and the leaders of the assembly a set of conclusions, which read as follows:

1. That it is the sense of the conference that the internal situation and the external prestige of each nation is the best index to the efficiency or non-efficiency of the corresponding system of national education.

That, I think, is perfectly clear. What culture you have is the outgrowth of the education you possess.

2. That the attention of the educators of Latin America should be drawn to the perils of merely intellectualistic and verbal instruction, and to the advantages of the character building and practical educational activities which characterize the better schools of the United States.

I do not think there is any country in the world that has perfect institutions. I do not think you will find perfection anywhere. We have many things that excel yours, and you have a thousand things that excel ours; but, at the same time, I do feel that if we lift aside that excessive intellectualism and verbalism in our education, and learn from you more and more of the practical trend of education, we would view one of the most needed things, not only in my country, but in all Latin-American republics.

3. That the attention of Latin-American educators should be called to the great moral and educational values which can be secured by introducing practical agricultural, industrial and commercial branches through the elective system in the secondary schools.

I do not mean by that that we should suppress the humanities. Of course not; they are indispensable. Every man and woman ought to be, as he or she goes through a secondary school,

obliged to take the essentials concerning the mother tongue: to the south of the Rio Grande, Spanish and Portuguese; and to the north, English. In the second place, he ought to be obliged to have the elements of civic culture, to be a good citizen, there or here, to whatever nation he belongs. In the third place, he ought to have the elements of arithmetic, to get along in life with in a practical way. In the fourth place, he ought to have a purpose. Better than the fourth, he ought to have the nations, or the necessary notions, of taking care of his own body, of paying attention to the state of his health, as health is one of the chief foundations of knowledge.

By the by, I had the great privilege of visiting a splendid school in Oakland—a technical high school—where Latin, Greek, and all sorts of branches are taught of practical idealism; but alongside of this an opportunity is given to the youths, girls and boys, to take up a branch like joinery, electricity, mechanics, for the sake of training the hand, training the eye, making people more practical, fitting them more for contact with life.

4. That it is advisable in the training of teachers for secondary schools that a large number be prepared for earning their livelihood outside of the teaching profession in order that vital contacts may be maintained more efficiently.

That means that we ought to do our very best to have school teachers, especially high schools, those who are going to train those who are to be the leaders of the nation, not just merely from an intellectualistic point of view, or to become merely teachers within state or private institutions, but we should also see that men and women who have the capacity and power and the wish, should be independent economically for the sake of moral independence. We might arrange to give them such independence, economical independence, out of the budget of the state or of the community where they may be.

I am a trainer of teachers myself in a state university, and one of the chief ones in Latin America. I say, therefore, let us try to get a few men and women who might have this economic independence, besides being trained in a training college, for teachers, and have them look upon the teaching profession as the most noble lay profession that exists, because it is the one that trains character,—that trains minds available for the

community. That is the idea, and that is the explanation I wanted to give you of it.

5. That it is highly desirable that countries preparing teachers for the secondary schools should require them to have, in addition to their scientific training, proficiency in a practical branch such as agriculture.

I say, "such as" because it may be agriculture or something else. Now, then, we know that before the war—I am sure you agree with me—there was no nation in the world, may I not say—placing us above the feelings brought about by the war—I am sure you agree with me—leaving aside diplomatic blunders of a huge kind—that there was no nation in the world that had gone as far ahead in science and in instruction than Germany. Germany had undoubtedly, up to the war, the best trained set of teachers for secondary schools, from a scientific point of view. But a man of this general type of German feature was the kind of a learned man who could not always fit into the society of officers and other people, because he soon began speaking about his shop. He was one-sided. And I do believe that if German teachers had not been so one-sided and spent so many years, sometimes, of their lives in their research and things like that; I say, if they had taken their research and things more in connection with life, perhaps the war would not have taken place. The fact is that there is no advantage greater than that of placing the teacher more in contact with life, and reminding him constantly that he is there, not to earn a salary, but to be a servant of the community in its most progressive aspirations.

6. That it is most desirable that the teacher-training institutions supported by the various countries of Latin America should maintain experimental schools where new methods should be tried out before being implanted in the national systems.

7. That it is highly desirable that the system of election in studies be extended in the Latin-American schools and that a wider range of vocational instruction be introduced and greater emphasis thereto given.

We have the things in Latin America, but we have not enough. It means to push this tendency ahead, because we have a tendency in Latin America to unify things, to have



everything one way, and that, I think, is a pernicious tendency. I think one of the greatest blessings in this country is to have many churches, many ways of feeling and of thinking, because that all makes for the wealth of the spiritual life. Just the same, in schools, to have many types of schools. We have only practically one type and tendency in Latin America, and that is this unifying tendency. That is too iron-like, and that needs breaking up, for the sake of development. What education should develop, in the first place, is the personality or individuality of the man or woman, without which there is no progress.

8. That a variety of types of education within secondary schools is essential for the progressive development of education in Latin America in order that local and national aspirations may be properly served.

9. That the attention of the universities of the Americas might be drawn to the fact that research within the universities should exist not as an end in itself, but as an educational means to broaden judgment, to increase intellectual self-reliance, and to be applied in the service of life.

The Rockefeller Foundation, the Pasteur Institute, and other such institutions, are the ones that should have research for the sake of research; but in universities research should be maintained to serve the end I have mentioned here.

10. That one of the greatest needs in the educational world of America is a most careful study of the education of women from the point of view of their increasing participation in civic affairs, and their fundamental function of motherhood.

11. That one of the greatest needs of Latin America is the greater participation of women in public affairs which might be secured in part by the immediate granting of the suffrage to the women graduates of the State Universities.

At this moment that we are gathered here together there is a conference of women taking place in Baltimore. I do think that one of the greatest things you have is this question of suffrage. I do not think it has been decided yet. I do not think the efficiency of the women has been developed yet enough in your country. From the little I have observed I do believe that most women in this country still vote like their husbands do. That is perfectly natural; they have not been fully trained

as yet. One of the things, however, you may be sure of, for instance, is that there will be no relaxation of prohibition. That is not going to occur, I am sure, because the women do not want it. And many such things will improve, owing to the influence of women, trained women. We on the south of the Rio Grande have no suffrage as to women, and I think we ought to begin, and in making a beginning, I do think that women trained such as they are in the universities in any of these countries, would be most suitable and worthy persons for exercising the suffrage. Many other women deserve it, undoubtedly, but in such conservative countries as ours they would be a fine beginning.

12. That it would be highly advisable that the universities of Latin America should take greater care of the living conditions of their students, introducing the dormitory system of the North American Universities in the ways that might be most efficient.

This is something that most of our Latin-American countries lack. We just think the university professors should give their lectures, go away, and not care a scrap about the students. Now, I think that is a perfectly erroneous point of view, and I do believe that a fine set of people, such as university students, here and there and everywhere, deserve the best care and leadership. I do believe in student government, but I do believe that student government should have people of greater experience to help it. I do not believe boys have got all the experience that they can have. I do believe they ought to be able to help and govern themselves as much as possible, but always with the help of those who know better, and the professors in universities ought to be the ones who do know better.

13. That the foundation of parent teachers' associations should be fostered in Latin America.

14. That the organization of university alumni associations should be encouraged in Latin America.

15. That the attention of the educators of the American continent be drawn to the fact that physical health is basic to moral education.

There is no healthy soul without a healthy body. In doing something for health, in the first place, we south of the Rio

Grande must get together and clean out the worthy, and the beautiful, and the artistic old Gothic castle.

16. That the attention of all governments of the Americas be called to the need of compulsory practical education in hygiene and temperance, in primary, secondary, and normal schools of all grades.

17. That the attention of the school authorities of all American republics be called to the urgent necessity of having school buildings and premises made hygienic.

Now, we have a great many buildings—most of them—in Latin America, not suited for school purposes. There is no possibility of building them anew, but there is a possibility of spending enough money to make those that exist hygienic. That is what we want.

18. That the governments of the American republics be requested to foster athletics, especially in connection with educational activities.

That is a thing we need. We have seen these United States send forth a body of splendid soldiers owing to the magnificent training in athletics they had received. That is one respect in which we may imitate you.

19. That it be recommended that hygienic baths available to all be established in all cities, and that the educational authorities be encouraged to install baths in all universities, colleges and in all larger secondary and primary schools.

The ladies and gentlemen present here will conclude that these folks in Latin America do not bathe. I might tell you that that is the truth, and we cannot get away from it. One difference between Latin America, with all our progress, and North America, is that we do not wash as much as you. That is the absolute truth. Nevertheless, you must remember that we, as Latin Americans, represent the stores of culture drawn from our ancestors at the time they used to have the splendid baths of Rome, of Tyre, when your ancestors were not washing and were running wild in the woods. So you may say that the situation is that we have departed from the custom, and we must be reminded again. We may as well renew the old habits.

20. That the Pan-American Union be requested to organize a Pan-American Congress of Public Health, the chief object

of which would be to discover the best means of educating the peoples in public health.

Even in your community this is the chief thing that is needed—educating the people for public health—and we in Latin America need it, of course, a hundred times more.

21. That the Pan-American Union be requested to organize in Washington a Pan-American Bureau of Public Health, the chief object of which would be to gather materials concerning the state of public health in Pan-America and to disseminate therein the information concerning the most recent advances in public health procedure.

22. That it be requested from the governments of the American republics and from the Pan-American Union that they may bring about frequent athletic meets between the different countries and a periodical Olympic meet between the United States and Latin America.

I do not think we are going to turn out badly. I think that would be splendid—that creates a spirit of community.

23. That the practice of the United States, Canada and the Argentine republic in establishing national parks should be extended to all countries of the Americas as a most valuable source of national education.

24. That it would be advisable in Latin America to follow the example of the United States in exacting military training of all male students in state-supported universities and colleges with a view to educating the national leaders for a more complete fulfillment of their civic responsibilities.

The armies of the future should, in the first place, as we try in Chili to make ourselves, be institutions of instruction. They should be the universities of the common people. That is the great task of peace.

25. That the attention of the governments of American republics exacting compulsory military service be called to the possibility of making their armies and navies schools of democracy and the universities of the common people.

26. That in countries where military service exists it would be advisable that each man be trained in a manual craft in addition to reading and writing.

That they may leave the barracks not merely with a knowledge of reading and writing, but also know some manual labor. Rich and poor can profit from that.

27. That it may be suggested to the governments of the American republics that officers and non-commissioned officers in their course of instruction or in service may be so trained in the elements of popular psychology and educational methods as to enable them to increase the social efficiency of military and naval instruction.

We cannot do without these institutions; but they should be socially efficient.

28. That the best cultural and material interests of the Americas demand that English should be the chief foreign language taught in the schools of Latin America, and Spanish the chief foreign language taught in the schools of the United States and Canada.

One of the professors of some great university is trying to take steps to make Latin the universal language. Why should that be done when Latin is spoken on this continent after English? We have to the south of the Rio Grande a hundred millions that speak Latin, but Latin of the Twentieth Century. You see, Spanish and Portuguese are rather of the Twentieth Century, so that is old Latin with a thousand years of ideas on the top.

29. That a movement should be initiated by the Spanish Departments of the Universities of the Americas with the view to the immediate compilation of a complete Spanish-American dictionary.

30. That the attention of teachers of languages and literature in the countries of North and South America be drawn to the necessity of expanding their program of studies to include not merely the belleslettres but also masterpieces of science, politics, economics, sociology and philosophy.

For instance, what is the use of our teaching in the English language the grammars of Sheridan, making boys read them and things like them, instead of the "Wealth of Nations" by Adam Smith? I think we have gone off the track. This stressing of belleslettres tends to a narrow point of view. It ought to be broadened; and the great things in the Latin literature should be used on both sides of the Rio Grande.

31. That it would be advisable to create a fund for the translation and dissemination of works of outstanding educational and social importance.

32. That the reciprocal understanding between the English-speaking nations and Latin America would be furthered by the founding in the United States and Canada of Latin-American museums and by the establishment of similar museums or exhibits in the capitols of the Latin-American republics.

33. That it would be most desirable that steps should be taken towards the securing from transportation companies of special reduced rates for university professors and students and for the directors of secondary, normal and special schools, traveling for educational purposes between the different countries of the American continent.

Now, I say, I am myself delighted with California; but there is one thing that Dr. Chapman and other gentlemen who have written about the history of California have not said. There are some things wrong with California. In the first place, Your Excellency, for me time flies too quickly in California. The second one is that it is too far from the center of the world, and that is for me Chile.

34. That it be suggested to the Departments of History of the Universities of the Americas that greater attention be given to the study of the American continent with a view to the discovery of the idealistic foundations of its culture.

That has not been done at all, almost. That has been overlooked, gentlemen; they keep hands off. But nothing should be left aside when things scientific are concerned.

35. That the publicity work of the Pan-American Union could be very effectively increased by the creation of a fund for the filming of the scenic features, the life, culture and industry of the various Latin-American countries.

36. That lecture tours and individual lectures tending toward better reciprocal understanding between the different countries of America should be subsidized through the Pan-American Union and encouraged by the universities and other educational agencies.

37. That it would be advisable for the churches sending missionaries to Latin America to select the personnel with a

view to a better understanding of the culture and national psychology of the peoples to whom they are sent and that in particular practical educators and public health experts should be selected for missionary service.

There is no one that has a greater sympathy—and I can say it because I have proved it—with the coming down of people of another mentality, a Protestant mentality, to Chile. I think that is of value to Chile. I am not a Protestant myself, but I tell you frankly, between us, my observation leads me to believe and be convinced that the Protestant missions in Latin America, with the exception of one or two, or say of a few cases, have been failures. That is the reason why Protestantism has not developed so rapidly—for the simple reason that people have been prepared to go and tackle the question of finding only Indian mentality:

38. That one of the best missionary services which the churches could render would be the establishment in Latin America of the small character-building type of colleges of the United States.

39. That a vote of appreciation and commendation be extended to the University of California and to the University of Chile for organizing the exchange of professors, and especially to President David P. Barrows and Rector Domingo Amunategui Solar, the respective heads of the two institutions.

40. That the University of California be congratulated for the valuable Pan-American work done in its History Department by the Professors Bolton, Chapman and Priestley through the study of Latin-American culture.

I look forward to the time when this will be the great Pan-American University; but I think we will do well to furnish aid and encouragement to what is going on elsewhere.

41. That a vote of appreciation and encouragement be extended to Dr. Carlos Fernandez Pena for his splendid leadership in national education and public health in Chile, where he has founded the National Educational Association and organized the Chilean League for Social Hygiene inspired by similar institutions of the United States.

42. That a vote of appreciation should be extended to the Sociedad Pro Estudiantes Chilenos en el Extranjero y Pro

Estudiantes Extranjeros en Chile for its valuable services in connection with Pan-American relationships.

That a vote of appreciation should be extended to the Sociedad Pro Estudiantes Chilenos en el Extranjero y Pro Estudiantes Extranjeros en Chile means a society for sending Chilean students abroad, and receiving foreign students in Chile; for its valuable services in connection with the Pan-American relationships.

Following the speech of Dr. Galvez:

### GOVERNOR STEPHENS

We have certainly had in the address of Dr. Galvez a wonderful address. It will be referred to the Committee on Resolutions, and to such other committees as can properly care for the different matters proposed by Dr. Galvez.

I am very glad of this opportunity of paying my respects to the new president of this great institution, Dr. von Klein-Smid, whose character and whose attainments make us sure of the further development of this splendid university.

I am also glad that, in the presence of all these flags, whose respective countries teach loyalty and obedience—I can pay my respects to Bishop Adna Leonard, who, in California and in America, is doing so much toward the upbuilding of the Christian religion and Christian character, and for the education of all of us toward that time when we shall practice what we preach—the observance of law and order and reverence for the Constitution of the United States of America.

And now we have come to a particularly pleasing part of the program, for we are to hear from a splendid citizen of this city, a woman who has received distinguished honors. She was my neighbor for very many years, and in that way, perhaps, I came to know her better than otherwise I would. She is a great leader and a voting one too, and may I say to Dr. Galvez that, did he know the women of California as well as I do, he would realize that they, in very large part, do their own voting. The next speaker will be one who is the immediate past-president of the National and International Federation of Women's Clubs, our distinguished citizen, Mrs. Josiah Evans Cowles.



## POTENTIALITIES OF PAN-AMERICAN WOMEN'S CONFERENCE

MRS. JOSIAH EVANS COWLES, A.M.

*Past President National and International Federation of  
Women's Clubs*

In all great movements of civilization acquaintance must precede understanding, as mutual understanding must precede cooperation. We now have in America and all over the world—the greater part by far in our own country—great numbers of women's clubs, which are merged in the organization of which for a time I was privileged to be president, known as the General Federation of Women's Clubs. These great bodies of women, admittedly now and in future a potent force for the betterment of the world, know that it is essential that they must come to know their neighbors better.

We all in America know something of the highlanders of these United States. A story goes that a man and wife of this type, making their first journey away from their mountain home, came to a mountain inn to spend the night. After everything had quieted down the woman was heard to say, "Jim, is the world as big every way as the way we come?" There is a world of truth in that. Travel is in itself an educating influence, but travel does not necessarily mean to go around the world, to go to a Pan-American country, or to Europe or Asia; it means to get out of our own limited environment. And so for many, many years this particular organization has stressed the need of an international conscience, of an international viewpoint. We realize that one of the great needs of our times is education along the lines laid down by the distinguished speaker who preceded me, for our consideration.

Back in 1905 our women realized the need of a closer contact and cooperation between the volunteer educational organizations and the constituted professional educators. A series of conferences was held between the leading women's organizations and the leaders of the National Educational Association; so in 1907, when the National Educational Association was meeting in Los Angeles, a plan was presented by which there should be a department of women's organizations. It

was established and called at that time the Department of Educational Work of the National Organizations of Women, bringing together all these volunteer educational efforts and the professionals. The conduct of that work has been tremendous. Development on a splendid scale has taken place along the line of civic education, on the subject of vocational education, and in our public health work a tremendous amount of work has been done.

We have realized that our neighbors in some of the countries in which we have smaller clubs have not perhaps had just the same opportunities as ourselves, and that their standards have perhaps been different, and we have been very anxious to bring together, if possible, the women of these various countries with the women of our own country, that we might perhaps benefit them, and in turn learn from them.

Biennial conventions of the General Federation are held, and in 1916, when the 13th Biennial Convention was held of the General Federation of Women's Clubs in New York City, a resolution was passed, the substance of which was the calling of a great congress of the women of the three Americas in 1920, and that, under proper conditions, we ask the United States Government to help us finance this congress. No person even then, in 1916, in New York, when we were hearing those marvelous addresses, and the talent of the world was at our disposal—no one could even then really visualize that we were going to enter into this awful conflict; but when it did become our duty as an organization to follow up this resolution the war was on us, and when we consulted the government authorities it was not considered wise or advisable at that time to call the conference of the women of the three Americas. It was therefore postponed until a more fitting time, and now, in conjunction with another organization holding its annual meeting in Baltimore, there is assembled this Pan-American Conference of Women. We are all hearing the reports of that. We are all hearing the messages of that splendid American woman who has chosen to cast her lot with the mother country, and who holds a representative position in the councils of England. That splendid woman was brought over here to speak, and she speaks not only as an English woman; she speaks as an American woman, and she sends forth a message for every man: she tells the story as we know it.

It is not alone a message of the suffrage, of the ballot. Many people had an idea when that was done everything was done. It is not. It merely marks the beginning of the tremendous task, and the need of education for that great task, for the responsibilities of citizenship, is undisputed, whether in America or elsewhere. We have stood for uniform marriage and divorce laws, we have stood for the physical education of our young people, we have declared that the home is the real center of any nation, and to in any way weaken the forces of home life, weaken parental love, weakens the nation; and that insofar as those are strengthened is the nation strengthened; and also our great organization has always stood for an equal standard for men and women.

Can you not visualize these women coming to us from these other countries—not alone the mother country, England, but many other countries—hearing those stirring messages, and returning to their homes, wherever they may be, strengthened by a realization of the knowledge that on the North American continent women stand for many of the things of which they too have dreamed, and that seemed almost beyond conception? We are sisters, we are literally sisters, in every sense of the word, and in this Pan-American Conference of Women there are possibilities that no human mind should seek to limit.

Among other things that have been accomplished in the past has been the establishment of an English scholarship, somewhat after the plan of the Rhodes Scholarships. This could be done with our sister countries in the Western Hemisphere. There could be created Pan-American scholarships, which would be infinitely valuable.

There are those who even yet perhaps think of women's organizations and women's gatherings as ornamental and instructive, possibly, but not fundamentally creative of very much permanent good. Yet when we held one of our great conventions in St. Paul, Minnesota, one of the leading men in Washington came to us to deliver an address, and he spoke to our then president, Mrs. Sarah Platt Decker—than whom, I think, America never produced a stronger, finer character—and he said to her: "Mrs. Decker, you tell me these women come here, sit here day after day, and they are not paid; they do not even have their expenses paid?" She assured him that this was so, and that there was not even an officer paid. He said,

"I am going back to Washington and tell Mr. Roosevelt (who was then president) that here is a power to be conjured with; here is a power to recognize." No great speaker has ever come before these conventions of women without realizing that there is a power there of tremendous concentration and influence. I am very sure it is not necessary to speak words of this nature to these great educators, or to the delegates, or to my fellow-townsmen here in Los Angeles. It is not that we wish at all honors of any kind, or compliments. It is because we as American women, we as women of the world, we as international women, realize that there is a great responsibility upon womanhood, and that the standards we uphold, the standards for which we utilize our time, our strength and our ability, are the standards, largely, that must govern society; and that the betterment of society in every way hereafter lies largely in the hands of women. No nation can advance farther than its women are advanced. Furthermore, ideal relationships between the United States and the other American republics will never be brought about until the women of the countries more thoroughly understand each other. We must realize that other nations, and other peoples, have just as warm hearts and as high ideals as we have ourselves.

So I say that the potentialities of this great Pan-American Conference of Women in Baltimore are immeasurable. I am very sure that our educators realize what it means. I believe that our citizenship is beginning to realize it. Take it home to yourselves, and pray that with this co-ordinated power of the women of this nation, of all the American nations, of all the world, may be brought to fulfillment the purposes for which we are placed upon this earth.

#### PRESIDENT VON KLEINSMID

This splendid presentation of Mrs. Cowles brings to mind a suggestion frequently made—that this first meeting of the educational conference sends formally to the conference of women in Baltimore a word of greeting, confidence and good will. Any delegate to this conference has the privilege to make such a motion.

(It was thereupon moved, seconded and so ordered that a telegram be thus sent).

## GOVERNOR STEPHENS

It is an honor and a pleasure to present Dr. O. W. E. Cook, Executive Secretary Mexican-American Scholarship Foundation, who will speak of the work being done through his organization along the lines—in part, at least—expressed by the last speaker. I present Dr. Cook.

## EXCHANGE OF PROFESSORS AND STUDENTS

O. W. E. COOK, LL.D.

*Executive Secretary Mexican-American Scholarship Foundation*

The subject to which I was assigned by the telegram from President von KleinSmid some three weeks ago was about as follows: International Educational Relationship. Connected, as I am, with the Foundation which has as its special purpose the interchange between the United States and Mexico, and Mexico and the United States, of scholarships in various universities, and anything that will further the educational understanding between the two countries, I therefore believe that the idea in the mind of Dr. von KleinSmid was that I should emphasize this educational factor in the new internationalism.

We are in a new day in Latin America—new factors and new forces are remaking the lives of eighty millions of people south of the Rio Grande. It is a privilege of a very high order to be able to bring one's life into vital touch with the movement south of the Rio Grande. Some of you think that the movements are rather dangerous at times, especially in Mexico, and the consummate ignorance of the average American concerning the conditions which obtain south of the Rio Grande is one of the prime influences making some of us Americans bow our heads in shame. A lady said to a traveling companion of mine, shortly after we left the city of El Paso, "You came from the City of Mexico? That is in New Mexico, is it not?" And I could go on and tell you stories to illustrate the fact that the United States—and even the people who are supposed to know better—must come to a sympathetic understanding through a new knowledge and a new variety of information concerning Latin America.

One of the factors in the trade congress which was called to meet in the City of Mexico in February, 1919, was a resolution introduced by Will A. Pierce, of the City of Des Moines,

Iowa, calling for the naming of a committee to consider the problem of the interchange of scholarship between schools of the United States and of Mexico. I had the pleasure of being one of the committee appointed, and later being elected Executive Secretary, and having been connected with the institution from the very first, I can tell you a little of our method of procedure. This move was at first connected directly and definitely with the activities of the American Chamber of Commerce in the City of Mexico, which, I might say, is one of the finest and most representative and most powerful of the factors working for better understanding, not merely financial, but also socially, economically, and educationally, in the Republic of Mexico. We immediately corresponded with some six to eight hundred universities and colleges of the United States, and as a result of that questionnaire sent out and the replies thereto, we were able to secure for Mexican students in the schools of the United States between 140 and 150 scholarships. The University of Pennsylvania, Yale, Harvard, Princeton, Brown, Syracuse, all the large universities of the East, the very strongest of the schools in the Central West, and some of the schools on the Western Slope, responded in a magnificent way. The University of Texas immediately telegraphed us that they were opening for Mexican students six scholarships, freeing the recipients thereof from all tuition fees, enrollment fees and matriculation fees, and paying them \$600, American gold, for living expenses. I was a little ashamed of the fact, because I was known somewhat in Mexico as a Californian, because I boost for Los Angeles, having lived here six years—I was a little ashamed of the fact that the University of California was not the first to make such a magnificent offer. Perhaps the Governor when he returns will correct it. Furthermore, the University of Pennsylvania offered to us four most excellent scholarships. Other schools have done the same, so that at the present time we have twenty of the very best of Mexican young people in the United States, and before another year has elapsed we expect to double that number; Mexicans that represent the Mexico that is to be—and who are getting the very best of training, the very best of understanding. We believe that the work which we are carrying forward is of the very finest; the most worth-while character.

There are three special ends in view, and I shall simply name them. First, that to which I have already referred in part, the making of a new understanding between the countries. I dare not touch politics, but I want to say that the difficulties which the Department of State in Washington is meeting in bringing about an entente between Mexico and the United States, and the difficulties which President Obregon is meeting in bringing about the same condition on his side of the Rio Grande, has as its basis a misunderstanding in the fundamental life of the two peoples.

There is no more reason for a difficulty between Mexico and the United States than there is for difficulties between Canada and the United States. Given an understanding on the part of the people of Mexico—why, here are fifteen millions of people who need us and whom we need—and given on the side of the United States of America a new understanding and appreciation of Mexico, and the seventy-five millions in South and Central America, we shall have no difficulty centering either in Mexico City or in Washington. The educational needs, the civic needs, the health problem, the whole round of daily life, is different. The psychology of the Mexican is somewhat different from the psychology of the Anglo-Saxon. The Latin psychology has its certain differences from that of the Anglo-Saxon. Fundamentally, there is no difference, and only history, and an emphasis upon certain things that should never have been emphasized, have kept the two peoples apart. If, somehow, we can bring out of Mexico the men who can come into touch with us at our best—and who can say for a moment that America is not at her best in her colleges and universities—come to know Mexico at her best, and Chile, and Argentina, and Brazil, and Uruguay,—the whole number of our twenty-one republics to the south—if we could only come together on the basis of a new understanding, there can be no question of the future, and what it may hold.

In the second place, Mexico and the Latin world must have a new leadership. I dare not—I have not the time—to go into this problem. Politically, I am very hopeful that Mexico and the Latin world will not have to pass through the period in political development that we passed through, from the days of the civil war to the day when there loomed up before us

that great master American, that apostle of the strenuous life, Theodore Roosevelt.

It seems to me a fact that he was the leader of a new type of politicians; that he was a man who was able to bring before the American people and impress upon them their responsibility as members of this great commonwealth; that if we can only bring that spirit and develop a new type of leadership within Mexico and the republics of the Latin world, our future will be assured.

May I say that those who are charged with the selection of students, those of the Mexican and American Scholarship Foundation, are looking very carefully to this point? They are trying to choose key men; they are trying to put their hands on the men who are going to mold the public opinion of tomorrow; they are trying to get them and send them to the schools where they will be touched by the very strongest influences, and there their best will be brought out to make them the leaders of tomorrow. Sometimes it is said we are opportunists, that we are trying to Americanize Mexico and the Latin world. Not so; we are trying to put the young leadership of Mexico into touch with the very best influences of the United States, that they may take back to their country the memories of such influences and they are to be the centers of what we cannot but believe are the very best elements in the making of the new and the better forces in the years to come.

And then, in the third place, there must be a coming together, an adaptation, of the factors—the educational factors—within the Latin-American and the Anglo-Saxon world. There are differences, which I cannot take time to go into, between the system of Latin America and that of the north. The French system is largely used as the prototype throughout the Latin world. Mexico needs certain elements we can give, and the United States needs certain influences that we can get from the South. That idea which Dr. Galvez so wonderfully gave to us, of the—cathedral-like, he might have said—the castle-like beauty and give a place in our own educational system.

Now, with reference to students' interchange, I cannot emphasize too greatly the need on the part of every institution in the United States of America to open its doors to Mexican boys—the coming of any place from two to ten of our most



promising young Latin Americans to have a place, and to take a place, among the student bodies of American schools.

In the second place, it is equally important, and in some ways almost more important—the interchange of professors. My reason for emphasis there is that I believe the schools of the South must know the character of our Northern schools through an interchange of our professors. A school is not the campus, it is not the buildings, it is not the equipment, it is not the endowment; a school is the personification of the men who teach in its class-rooms. We need to send to Latin America the men of ability, the men of training, the men of heart, the men of soul, that they may understand us as they do not understand us today.

In the third place, may I emphasize right here, also, a somewhat secondary, but a movement that has become very important, and that is the interchange of teachers of Spanish in the United States and Mexico. A gentleman sits on the platform who was the creator of that movement, which afterwards became a part of the activities of the Mexican-American Scholarship Commission, and which today is gaining so wonderfully in favor that we are expecting that not under a thousand teachers of Spanish in the colleges and secondary schools of the United States will visit the City of Mexico this coming summer, to take courses in the National University at that place. It was our pleasure there last year to have almost a hundred of them, and I believe that the message of good will which they have carried back has been one of the real factors in molding the new public opinion and making possible the new internationalism in this country.

Of all peoples in the Western World, the most provincial are the Americans. Our provincialism can only be overcome through the training of new leaders, and the task of the training of such leadership devolves upon the colleges of this country. To that end, every school worthy of the name, college or university, should have a chair of Internationalism, and it should be a man—possibly a woman—who understands the spirit of the foreigner,—who knows how to look at things from the standpoint not of any American merely, but one who has lived in, or possibly is a citizen of, a foreign land. The aver-

age American, in his loftiness and in his egotism, hardly appreciates the viewpoint of the foreigner.

I believe the day is not far distant when, in all the universities and colleges, we shall have chairs of Internationalism; they will be teachers of a better and a higher and a Christian attitude on the part of our new leadership.

Finally, those who go forth from the universities and colleges should be the centers of clubs and organizations through which might be disseminated, in all sections of this country and the Latin-American world, a new spirit of cooperation. This cannot be done merely by the leaders, it cannot be done merely by the professors, it cannot be done merely by the students; there must be disseminated even to the far corners of this great land the same influence that shall bring about a new understanding of Mexico, and Chile and Argentina, and Brazil, and all the countries of the South, as well as those to the west and to the east, based upon what I cannot but believe is our very best—our student life. Interchange with us; teach us how we may behave ourselves, each toward the other. Through that leadership, and through the new power being injected into the lives of the people, we may come to an understanding, and our relationships can be worthy of the great people which we are, and be a factor in bringing about the new world and the new spirit of Christian Internationalism.

### PRESIDENT VON KLEINSMID

I regret the receipt of this telegram, or rather the condition which it sets forth, for it means that Dr. Barrows cannot be with us. He is suffering from an attack of tonsillitis and is confined to his home. The telegram expresses, however, the very best wishes of the University of California, and the personal kindly feeling of the president of that institution, toward the conference.

It seems that even the president of Stanford University has not succeeded sufficiently well and effectively to control his board of regents, for he wires that an unruly presiding body, the controlling body of his institution, has called a meeting at which it is very necessary for him to be. I commend to him the education of his board of trustees, that they do not deprive



SEATED—LEFT TO RIGHT  
BISHOP STEVENS, DR. BOYARD, DR. VON KLEINSMID, BISHOP LEONARD  
WITH GROUP OF DELEGATES



us of the privilege and honor of having their president with us on so significant an occasion as this. We sympathize with ourselves in the absence of these two gentlemen, who stand out so conspicuously as among the leading educators of the great Southwest. However, we are delighted in the presence of Dr. Cubberley, of Stanford University, who comes as the personal representative of President Wilbur, and will speak to us.

#### EXCHANGE OF PROFESSORS AND STUDENTS

ELLWOOD PATTERSON CUBBERLEY, A.M., Ph.D.

*Leland Stanford, Jr., University*

Up to something near this time yesterday I was living in blissful ignorance that I should be here today. At about this time yesterday the president sent for me to come into his office, and when I arrived he explained to me that an important meeting of the board of trustees had been set for tomorrow afternoon, that the president of the board of trustees wished him to be present, and, greatly to his regret, he was forced to forego the pleasure of coming here today. He said, however, that he did not wish that Stanford should not be represented, and so he would apply the principle of the selective draft to me, and ask me to go and take his place. I said, "Very well; if that will help you out, I shall be glad to oblige you." Then he turned and handed me a program, and said, "There is one thing more." He made a little check on the program and said, "At this place I am to speak, and you will take my place." I said, "You have your speech ready, I suppose?" and he answered, "Oh, no; you know what to say, and you will find it an easy matter." So here I am to express the greetings of Stanford University on this occasion; to express the very best wishes of Stanford for this university; to express congratulations upon the selection of its fifth president, whom I have known for some time; and to say that Stanford welcomes the cooperation and friendly competition of this university, and hopes that it may greatly prosper and grow in the years to come.

The president suggested that I might speak to you for a few minutes on the question of the interchange of students. That has been an old subject among dreamers of international peace. George Washington dreamed of the establishment of a national

university at the seat of government, which should draw together young men from the different States, and that they would then come to know one another to such an extent that the envies and jealousies of Virginia against Massachusetts, and Massachusetts against Carolina, might ultimately disappear from this country. In his last will and testament he left \$25,000 in trust to the government of the United States to found such an institution, but Congress has never seen fit to carry out the bequest which he made. Since George Washington's day the whole face of the world has changed. Steam and electricity, the wonders of science, and the accomplishments of the industrial revolution have wrought a transformation in society greater than was wrought from the time of Christ down to the beginning of the Nineteenth Century; and today the newspaper, the telegraph, the railroad and the interchange of students between the States has accomplished all that George Washington set out to do, and our people have been welded into one national whole.

That same dream occurred to Cecil Rhodes, the great African mining engineer, when he conceived the idea of drawing the Anglo-Saxon-Teutonic world together by instituting a series of scholarships in Oxford, where the young men from Canada, America, Australia, New Zealand, South Africa, and Germany might come together to live for three years, feeling that if they came to know one another well it would do much in the promotion of peace and good will in this world. We are taking up that same idea in this country today, believing that by the interchange of students between the Latin-American countries and our own much can be done that will promote peace and good will between the countries to the south of the Rio Grande and ourselves. That is one of the national services that lie ahead of us as university institutions. There is an old saying—I don't know to whom to attribute it—that the light of this world comes largely from two sources: one is the sun, and the other is the student's lamp. What we need in a democratic country is to enlarge the number of student lamps, and if there can be made international lamps, all the better.

The university, from its beginning almost eight hundred years ago, has stood as the training school for the leaders of the nations. Out of the university have gone the men who have

shaped the destinies of nations. Probably no university in the world stands as a greater monument to the training of leaders than does Oxford, which throughout all its history has trained men who have guided the destinies of the Anglo-Saxon peoples.

Out of our universities, too, have come the keenest critics of the governments of our time, the keenest critics of our institutions, and the men who have helped most to reshape those institutions along better and larger lines. And so, what we need today is to draw into our universities those men, as the last speaker said, who are the key men—the men who in future will hold the strategic positions in government, in science, in politics, in law, in medicine, in education—train them for that leadership such as only a university training can give, and send them out to do their work all over the world.

I am thoroughly convinced that one of the strong restraining influences that has been exerted in the last decade in the relations between Japan and the United States has been the large number of friendly Japanese who have been trained in American institutions, and who have gone back home and served somewhat to modify the exactions of the militaristic party in Japan. Probably if we had had more American students who had come to know Japanese universities and their students, we might exert toward them a more tolerant attitude than we have. I am convinced that we are doing the same thing today with the Chinese; that the large number of fine young Chinese, who are today in our American universities, and who will be the leading men in China in the future, are going to carry back to China a spirit of good will towards the United States that will be worth much in promoting peace and human welfare in the world, and will be worth many a dollar besides to the American people in commerce, industry and trade.

In a similar way I should like to see a large number of South American and Central American students come to the universities of the United States. I am convinced that if, in the past thirty or forty years we had had a succession of Mexican students in American universities, the relations between the two countries would have been more friendly throughout. We would like this to become true for the Central and South American nations as well. We would like to build up between the Latin-American states and ourselves a feeling of friendli-

ness and good will. That feeling of friendliness and good will must very largely emanate from the leaders of the people, and the leaders of the people have largely come and will largely come from out the universities. So, anything that we may do as a nation, or as a people, to promote the interchange of students and professors is in the direction that we wish to travel.

The great need of the modern world is for dissemination among the mass of people of what are, after all, the accomplishments and possessions of a relatively small percentage of the people. The real accomplishments of civilization, the things we most prize, are after all brought into being by a relatively small percentage of people; and to disseminate these gains among the masses is one of the tasks of the centuries that lie ahead. Leadership is certain to be more difficult in future than it has been in the past. One of the outcomes of the World War undoubtedly will be that democracy will in time become the ruling form of government for the more intelligent peoples on this earth. Democracy, though, is a relatively impotent form of government. In a strongly organized monarchical form of government, such as Imperial Germany was, it is only necessary to speak the word, and it is passed down from leader to leader and action is taken. Democracy does not work this way, and action under it is a slow and difficult process. It often takes a quarter of a century of discussion to carry out what seem to the leaders to be some of the most obvious things to be done.

Now in the form of government which we are facing, that of democracy, we need to increase the tools for action, and those tools must be schools, and universities, they must be learned men, and they must be men who have an international outlook. I thoroughly agree with the last speaker as to the provincialism of the American university student. He has no outlook. He speaks of Japs and Chinks and Dagos and does not see the world in the large at all. We need to enlarge his vision, because if America is to play well the part that probably will be given to her in the century that is to come, to play America must develop the international outlook and must become internationally minded.

Probably no nation in history has ever had such an opportunity thrown at its feet as has been thrown at America as



the outcome of the World War; but whether America will rise to it remains to be seen. The position, though, which America will hold a century hence in the history of the world will depend very largely upon whether we obtain this outlook and do our proper part in the promotion of wholesome and helpful international relations, and in the spread of the ideas of peace, good will and fair dealing among the peoples of this world. Upon the university student and teacher, to a large degree, the future of good government in this world now rests.



*April Twenty-seventh*

AFTERNOON SESSION

CONFERENCE ON PAN-AMERICAN  
RELATIONS



## DOCTOR BOGARDUS

Our conference so auspiciously opened this morning by the several able addresses is now to be continued by discussions upon Pan-American relations. At this time I want to emphasize the importance of the third session of this conference, which is to be held on Saturday forenoon, upon the subject of industrial relations. At that time there will be three speakers who have rendered international service, and we expect those exercises on Saturday to be one of the most important of our sessions.

I also wish to read to you two additional telegrams which have arrived.

(Telegrams were then read, one from the Governor of Arizona and one from the Secretary of State of the United States.)

It is highly appropriate that the chairman of this afternoon's session on Pan-American relations should be one who has achieved high renown in the field of statesmanship. When a member of the City Council of this city he attracted wide and favorable notice for his leadership and achievements, and as Lieutenant-Governor of the State of California he presided over the State Senate with unusual ability. He has been brought into close, intimate contact with the leading public and social questions of today. As a member of the Board of Trustees, and particularly of the Executive Committee, of this University, he has ever thrown the support of his dynamic personality behind progressive educational movements. Throughout his years of service he has stood for the high ideals of progressive statesmanship. I take pleasure in presenting to you the Honorable A. J. Wallace.

A. J. WALLACE, LL.D.

*Former Lieutenant-Governor of California*

I have a letter in my possession written by a Scotchman at a port of Scotland, about one hundred years ago—between 1820 and 1830—a good Presbyterian, who in that letter (and I might as well say it; it bears my name, and he was my father's

father), and, like a good Presbyterian, he spent most of that letter in telling about a sermon that they had heard that Sunday, first in English and then in Gaelic. That man was waiting under ship's orders to sail for La Guayre, in Venezuela. He went there with his family of four boys, and they lived there at least a year or two, and I might have been born in South America, but, well, for some reason, I was not. My father came from South America, and hence ever since I have known anything at all I have been interested in Latin America. I suppose that was a reason they asked me to preside this afternoon.

I wish I could find fitting words to express to our friends from the Southern Republic, and our friends from the southern end of this great Continent, our pleasure in having them here with us in this conference. I would like to tell them, and all whom they represent, in the simplest kind of words, we are glad you are here; we needed you—possibly you needed us—and this is not an effort on our part simply to establish by and by a better relationship between the Pan-American peoples, but this is an accomplishment of the establishment of the better relationship; because I know, sir, you like me better than you did before you saw me—and I know how delighted we are that you are here.

That being true in your case, it is true in the other case. We have already made an advancement, and come to know each other just a little better than we did.

Oh, I like the Anglo-Saxon race—a little heady, self-centered, perfectly satisfied and assured that if they are not the whole thing they are at least the leaders of the whole thing, and have gotten that notion so fixed in their minds that it has taken a good deal of time and some trouble to shake them out of it. I delight in saying to them once in a while that there was a man named Caesar, who was not an Anglo-Saxon, and he did things, and the great Roman Empire that ruled the world for centuries was not Anglo-Saxon, but they picked up the Anglo-Saxons about two thousand years ago and gave them a right to live and to do things; and Caesar and his whole bunch, and that whole great empire, were a long ways from being Anglo-Saxon. And if you come down a little further,

and you think of the next man who was the leader of the world, it was not an Anglo-Saxon—it was a Corsican; some hundred-plus years ago. Or if you take the intervening period to see who it was that did things, I rather think you would find that it was the Spanish flag that sailed in every sea; I rather think you will find that it was Spain who led in poetry and in romance and in discovery, who did the things that were done in those days in this world. It is high time that we living here on this continent, with our brothers just south of the line beyond the Rio Grande—it is about time we learned that it is up to us to try to get a few lessons from them; that they may help us to be, we of the Anglo-Saxon race, a bit more worth while than we have ever shown ourselves to be. Some way I do think that we have learned some things, and have gotten a little nearer, and are inclined to say that we would like to shake hands with them a little oftener than we do. Somehow or other, I think this man, the president of this university, has the right idea. Did some of you suggest to our president that he make this a Pan-American event? I wish he would stand up, if he is here. Nobody did it; he did it himself. He knows our Latin people to the south; he has traveled through their various countries, governmentally and otherwise, and he has come to know them; and I would like to say to the Latin Americans here today, You know President von KleinSmid believes in you, likes you, and I want to tell you that we are as President von KleinSmid in that particular, only you don't know us. As he believes in you, we believe in you; as he thinks you worth while, we do also. We want you people from the republics south of us to know that when you come to an institution of the City of Los Angeles you are in the home of your friends, and that this is a great day for us because you have come into our midst.

At this point I would like to refer to the meeting this morning. A great many of you were here, and some were not. We had a great gathering this morning. There was a spirit running through the meeting that was worth while; there were thoughts, and hopes, and plans, and outlook, that some of us had not indulged in before, and that meeting here this morn-

ing was a matter of very great importance to us in Los Angeles, in California, and in this section. The fact of the matter is that all through this country men are interested in what is going on here. At Baltimore a great convention is going on where they are considering things somewhat similar to those which are coming under our consideration.

I wish every Anglo-Saxon knew that we had much to learn—I wish we all understood that these Latin people have not only spirit and poetry and ambition, who not only dreamed dreams, but in the past made their dreams come true! and I would like to join with you today, in their presence, with them listening, in dreams for the future—a future in which they and we walk side by side. I would like to dream with them of the United States of North America; I would like to dream with them of the United States of South America; I would like to dream with them, and with some other people in Genoa, of the United States of Europe: and then I would like, in the spirit of the dream, and in the consciousness of expected realization, to dream on until the battle flags are furled in the parliament of man, the Federation of the World.

There is only one thing that keeps men from cooperating in large matters, and in lesser matters. It is not that this man is bad and the other man is good; it is that this man does not know the other man and the other man does not know this man; and just as soon as we can realize that conception of ourselves, of coming into closer touch with our neighbors to the south, just as soon shall bigger things be done here and bigger things be done there, and the world will learn of us way out here in this Western Continent lessons that old Europe seems very slow to learn.

Therefore, acting as chairman of the convention, it is my very great pleasure to introduce to you here as the first speaker of this afternoon, the Honorable Gumaro Villalobos, who comes from Mexico, being Consul General at New York for that country, and who is here today to represent the Honorable Jose Vasconcelos, who is Minister of Education in Mexico, and also comes directly to represent that great man, President Obregon.



## THE RELATION OF THE UNIVERSITY TO PUBLIC SERVICE

HON. GUMARO VILLALOBOS

*Mexican Consul-General at New York*

I respond first of all to the courteous words of his Excellency, the Governor of California, heard this morning for Mexico, and I feel honored to extend to all of you the greetings that General Obregon and Mr. Vasconcelos send to you on this occasion. They know, and I know, that General Obregon has a great deal of sympathy for California, and especially for Los Angeles, where he has many warm friends.

When the Mexican government asked me to represent Mexico on this occasion I accepted gladly without thinking of my fitness to fulfill this mission, because I have received from this University many attentions and courtesies when I came to visit it as a representative of the Mexican-American Scholarship Foundation, and because I know that its new president is a good friend of Mexico.

To show how anxious I was to come to Los Angeles, I may mention the fact, which can be appreciated by those who know how treacherous are politics, that I am mixing now in a political fight for the coming congressional elections in Mexico as a candidate, and I come here on this visit against the will of my friends, and, of course, with the approval of my political enemies. I decided to run the risk and leave politics alone for a few days rather than to miss the opportunity of being with you on this occasion. The only thing I am sorry for is that I did not know with more anticipation that I had to speak to you, so that I would have had more time to recall my college English, and be able to put my ideas in better form—the few ideas that I will espouse before you.

I hope you will excuse me if the few words I am going to say are in English all my own, and besides that, it is the first time I have ever addressed an audience in English.

I would like to talk about the general subject of the public service rendered by American universities to Latin-American countries, but I do not feel quite qualified to talk about it, and

I wish to confine myself to discussing the services rendered by your university to Mexico. In this matter I will be guided only by my impressions or observations, because I have had no time to get the data I needed.

I consider the American universities as one of the main factors for the solution of the great big problem that is confronting our nationalization; I mean the nationalization of foreign capital. When I say that the American universities are the ones to help us in this solution of the problem, maybe it seems a contradiction to many of those who think that the American universities are fighting to expand Americanism, and because of that they are glad or anxious to have as many foreign students as possible, especially Latin-American students; but it is not a contradiction for those of us who know the real spirit of the American university, and who are convinced that if they are fighting for expansion they fight for it with the same clean, altruistic spirit for which light, science and truth fights. It means the expansion of progress. I am convinced that the American educators are not so narrow-minded, but on the contrary broad-minded enough to consider the aspects of their country and the entire world at large, without looking into or stopping to think who is going to be benefitted or damaged by the final results of their work. They only wish to know that whatever they are going to do will benefit humanity.

On the other side, those Mexicans who are fighting or who are working to see that the largest possible number of Mexican students come to the United States, I am sure they are not helping, as some say, us to become Americanistas, but they are doing a real, a good, and a patriotic work for Mexico. The application of the principle of President Obregon that foreign capital is to be helped as far as possible, if it is ready to go fifty-fifty with the Mexican people, involves a problem of education in which the American universities have to help us—they are already helping us. You know that there is friction between foreign capital in Mexico and our nationalists, because they think that the Mexican nation is not getting the share that she deserves of the profit obtained through the development of the natural resources. This friction will continue, but it can be a good deal attenuated if we do all that we can to nationalize foreign capital, as far as it is possible to

nationalize capital, because you may know that until not long ago in Mexico everything was foreigner, but the peons. The natural resources were in the hands of the foreigners, the capital was foreign, the skilled labor was foreign, the technical men and directors were foreigners; but now we have succeeded to some extent—in great part—to supply our skilled labor, and our next step will be to supply foreign capital with technical men, engineers and managers.

Mr. Vasconcelos, Minister of Education in Mexico, has put up a good fight in favor of education, but he is in the first part of the first period of this fight, that is, he is putting all his efforts towards making education expansive and extensive rather than intensive, because you know that until now the results of our past system of education have been that a good many knew nothing, and that a few knew much. The efforts now of our democratic government have to be to see that everybody knows something, even if the few know less. This is the only way that later many will know much, without creating a privileged class, as our past education has done in Mexico. But in this work, no matter how soon we improve our educational system and our colleges, we will need the help of American universities for some time to come, especially not only as mind trainers, but as character trainers. I want to explain why it is very important—the work done with our students in the American university as character trainers. Our colleges are generally in a big city, where, while at the same time they are centers of activity, are also centers of amusement. We have not the accommodations for students, and we have not even the system of dormitories or fraternities as you have here. Besides, we have not developed enough of the love for athletics to distract the attention of our young men from amusement. All these you have here in the United States to aid in the training of their character.

Some of the American universities are disappointed, or they complain that their work with the Mexican students has not had the results that they could expect. The reason for this is that until now, I think, the number of Mexican students coming to the American universities annually has been between about two and three hundred, and of these only one-third, less than

one-third, take professional courses in the universities. Of this hundred only a small part graduate or go through the university—the rest leave the universities before they graduate. The tendency of Mexican parents to send their boys to American universities only dates from about twenty or twenty-five years back. Prior to that time they sent them to Europe, possibly because it was less expensive; and at that time your universities had not reached the state of development at which they now are. Most of the students who come here are from rich families. They do not intend to take a profession or go to work right away. Their parents send them here, rather, because they think they are safer—that their boys are safer in the United States than in Mexico—at least during a revolutionary period; but this can be remedied by the government, which is doing a good deal of work now to select the boys to be sent to your colleges, and in relation to this work the American-Mexican Scholarship Foundation has done a good deal. It is very careful as to what kind of elements among our boys are sent here to the United States to take advantage of the scholarships offered by the university.

At first sight we may possibly underestimate the work done by your universities with our students, because we consider it rather expensive to come and study in the United States; but if we stop to think that most of these universities are aided by donations from private citizens, then it is easy for us to understand to what extent we are obliged for the service they are rendering to our young men.

### GOVERNOR WALLACE

I hope, sir, you will let President Obregon understand that we thank him for sending you here to represent him and your great country, and that we are delighted to have you.

I know a little about your country—not very much, but a little—and America is terribly at fault if it does not realize that the richest country, or almost the richest of all, in the world, lies just to the south of us, and will make a massively great country in time to come.

It is my pleasure now to present to you another gentleman who will have the privilege of speaking in his own language, if he so desires, or he may choose another, if he wishes so to

do. He is a gentleman who has had a great deal to do with educational work, his specialty being psychology. He is making a trip through our various states, giving attention to his work, and he is here today representing the new and, prospectively and in fact, really very great State of New Mexico.

I have the pleasure of presenting to you Dr. David Spence Hill, president of the University of New Mexico; and his subject will be "Urgent Problems of Education in the Americas." Dr. Hill, we are pleased to have you with us.

### URGENT PROBLEMS OF EDUCATION IN THE AMERICAS

DAVID SPENCE HILL, Ph.D., LL.D.

*President University of New Mexico*

I think the vicissitudes of the itinerant college president are only equaled by the difficulties which our chairman is undergoing in introducing us speakers. Of course, I do not mean any reflection upon him in his eloquent remarks and courteous greetings; but I cannot refrain from recalling at this moment an introduction which I received some time ago in Illinois. It was aimed at me, and I felt it ought to have been aimed at the chairman. This chairman in Illinois looked me over, and introduced me to the audience by saying: "This gentleman, our visitor (meaning me), reminds me of a little couplet which runs this way:

*"I love its lithesome gurgle,  
I love its gentle flow;  
I love to feel my mouth in motion,  
I love to hear it go."*

With some trepidation I have been looking over this program, not only with reference to its richness as concerns the other speakers, but also the magnitude of the steps to be discussed, and I am appalled when I see that I am supposed to discuss the "Americas," including that splendid portion of America which exists under the Stars and Stripes, in the presence of two men—one our distinguished visitor from Mexico, and the other, this veteran of service in the South Americas, Dr. Barrett. So I am going to change my subject, or mutilate it, just a little.

You have heard of the two colored men, have you not, down in old Mississippi—unfortunate fellows, in a penitentiary—and one of them reformed and was pardoned, and desiring to get away from his early environment went to Kansas, became a Baptist minister, and for fifteen years served his little flock faithfully, no one knowing of his previous character. To his horror, one Sunday morning after he had opened the Good Book and read his text, he saw entering the rear door of his little church the tall, lanky form of his former cell-mate, Sam. He was appalled, and he thought quickly, and he opened the book again and he said: "My brethr'n, on reflection I have decided to change my text; and I find in this Good Book these words: "If you have seen me before speak not; I will see you l-a-t-e-r." I did not see the Honorable Barrett enter the back door in such guise, I assure you, but I do see him, and I am going to change my text. (Laughter.)

I think it would suffice for an humble worker in the field of American education, under the Stars and Stripes, if I should endeavor to impress upon my friends here who are interested, doubtless, in many different phases of education, some thoughts under this altered subject: "The urgent economic problems of the United States with reference to American education." Those of us who read and think a little might tabulate in a few minutes many so-called urgent problems, but I believe you will agree with me that they could be readily summarized into three groups, namely, as concerns respect for (1) law; (2) property; (3) human life.

There is then first, the great problem of obedience to better observance of law in this country; of a deeper and more abiding love of our Constitution, and respect for law in the nation, the states, municipalities, and also in our educational institutions, if you please. There is a vicious idea abroad in the land and indeed throughout the world that power and authority exist only in a monarchy, under a czar or a kaiser, and not in a republic.

I believe, my friends, the lives of our great predecessors in this country reveal to you the fallacy of that. We have power a-plenty in our republic, our executives, our government, our presidents, have and should have power, even on occasion the power of life and death. But the only difference is that the

power is delegated by the suffrage of the individual, by the voters; whereas, under an autocracy such as the kaiser once wielded, it is vested in the ruler. We need a deeper and more abiding respect for law and its compelling power through heredity.

The second group of problems is to inculcate in our people a rightful respect for property rights—for property rights—as opposed to that radicalism and that communism which is held out before those who drudge as a lure and which, after all, is but an illusion; a respect for property rights that pertains to the poor as well as to the rich.

The third group of urgent problems in this country, as in other countries, including the Americas, is of respect for human life, of the proper evaluation of a human soul, its conservation by methods of modern hygiene, its protection from accident or disease, and the training of life in order that it may be developed in accordance with the choicest ideals which we have developed.

Those of us who have gathered here today doubtless agree upon, and have great faith in, the efficacy of education to meet these three pressing needs, at the root of our economic and social existence. You remember the simple story of Testalozzi, do you not, of how during a time of dire distress in Europe, he promulgated the simple story of Gertrude; how he told, in that simple language, of that far-away village in a mountain district which was cursed by disease and poverty and sin, and how the village innkeeper stole the money and wages of the workers and took it from the hungry mouths of children and wives; how the village lawyer was a shyster, imposing upon his clients and abusing the confidence gained in his business; and how the village physician was a quack and an impostor. The minister was asleep; and there was misery and distress unutterable. And poor Gertrude, an humble woman, gathered her little children at her knee and taught them, and other women sent their children to Gertrude, and in the course of a generation, that community had changed almost as by a miracle. The village shyster gave place to an attorney just and trained, and the village quack gave place to a modern surgeon, and the innkeeper, with his infamous dive, was run out of business and put where he belonged, and the minister began to speak with a tongue of flame. People came to that mountain village to find

the cause of this miraculous transformation and they decided that it was because of how Gertrude taught her children. And perhaps, next to Jesus, the Master Teacher, who believed in the mitigation and relief of human misery through the processes of education, did Pestalozzi fire emissaries with enthusiasm to convince the world that the cure of economic and social ills is education and spiritual life.

Now, before we go further, if you will pardon me, let us take a moment to consider briefly the philosophy which might underlie the application of this general principal of modern education for the relief of human misery. Let us formulate, tentatively, at least—a working basis of philosophy by which we might apply safely the principles of modern education to some of our specific troubles, particularly in the schools of America. We know that knowledge is power. We know it is through knowledge that man has attained to the success which he has made in modern industry and modern invention, but I think we sometimes forget along with the benefits of knowledge great evils also threaten and positively accrue.

What are some of the benefits of knowledge? We all know that knowledge gave our primitive fathers, our ancestors, power over nature, to conquer heat and light and the sea. We know that knowledge gave man power over disease, to dispel those great plagues which threatened and decimated humanity. We know that knowledge has beautified and illuminated life, and enriched it; but, on the other hand, if we reflect seriously, we will see that at all times, and even today, the accumulation of knowledge is accompanied by the threats of multiplying evils.

In the first place, the accumulation of knowledge makes man conscious of the fact of inevitable future pain, so that Rousseau said, the root of human misery, or much of it, lies in our pre-science. We foresee death; we foresee that which is unavoidable, and we are stricken with fear.

Knowledge also makes us acutely sensitive to our limitations. We realize that there are things that we cannot do; we realize our insuperable impotence, and that fact brings a depressing load—a sense of man's helplessness—to crush the human mind and soul.

Knowledge, when it is not coupled with high ideals, creates the difference between masters and slaves. He who has knowl-



edge, if he be unscrupulous, may utilize the knowledge to oppress other and weaker brethren. In the time of slavery, and in the year 1914, there was exemplified the application of this principle—that the wrong use of human knowledge may bring misery unutterable to the human race. In Germany, particularly, we saw science and knowledge of the most complex and refined type, coupled with the ideals of the cave man, bring about in the world a deluge of blood.

Therefore, in advocating or espousing education as an antidote or a cure for human evils, we must discriminate between the good and bad results of the accumulation of human knowledge. Man, in the course of the development of civilization, has nurtured many antidotes for that consuming fear which has hung like a cloud over the human mind from the beginning of history, and has man found a solace in religion. In that feeling of impotence man cries out, truly like an infant crying in the night, crying for the light, at times, with a realization, however, of the fact that there must be a dependence upon something higher and greater—something infinite.

To ornament his leisure hours, man has developed art and music and literature—and greatest of all the antidotes which man has consciously developed is that formal, systematic attempt to change human beings which we call public education. The greatest undertaking in the world, an undertaking that engages the activities of more factors than any other human agency; the factors of the home, and the factors of the playground, and of the newspapers, and of the library, and of the church,—and particularly that great organized agency enrolling in this country twenty-four millions of people—the public schools.

In the remainder of my discussion, I shall, in contrast to some of those great evils and those great difficulties which the human race in all countries has encountered, summarize to you in a very practical way, I hope, some of the specific problems of public education. Let us group these under two topics—*administrative* problems and *internal* problems.

Students of educational history, taking into consideration our two score of states, are sometimes mystified when they contrast the laws under which our great schools expended annually a billion dollars for maintenance. Consider New York and Cali-

fornia, or Texas and Wisconsin, or Kansas and Indiana, and compare the constitutional provisions of those states under which the public school systems exist, you will be amazed at the contradictions and the differences. A tremendous problem which challenges the attention of every citizen, whether he is a teacher or not, is the proper legal organization of the American schools, in order to obtain a coordination of effort between the elementary schools, the secondary schools, the colleges and universities, whether or not maintained by public taxation. The great administration question of the definite control of public education is causing interminable conflict. For example, there is no clear distinction in many states as to the difference between lay control and professional control. What would you think of a hospital having a board of regents, or trustees, or whatever name you might designate them by, that would undertake to dictate the types of anaesthetic, chloroform or ether—to be employed in specific instances, and would go into detail in the administration of that hospital? You know there would be waste and friction, and the condition would be ridiculous, if it were not fatal. Their business would be to employ a skilled surgeon and to give him power, and to look to him, and hold him responsible for, results. But in our school systems there is a constant interference going on in such matters. In the State of Illinois, which I honor, and in whose university I was happy to be located for some time—in the great State of Illinois there are some sixty thousand school trustees, probably more school trustees in that great state than there are teachers in the state, and they are falling over each other advising and instructing the teachers in the professional conduct of their duty. This administrative question, not merely of law, but of distinguishing between professional and lay control, is a very serious one in American education. So is also the question of finances—not merely the raising of funds with regard to getting results for the purposes intended, but their proper expenditure for these purposes. Some communities to-day are being swamped by bond issues for school purposes.

They often are unquestionably needed, but they are not always well-advised. How many citizens have taken the pains to calculate with pencil and paper the results accruing the taxpayers, the children and parents, say, for example, of a serial bond or a long term bond, say, redeemable at maturity, or a

refunding issue. It makes a difference, so that today, for example, in the great City of New York, they are almost bankrupt because of its unending series of refunding bonds.

As the internal problems, they have been exploited in the educational press, but they have not been solved. Let me mention one of them. Some years ago a study was made of the dropping out of children from school prematurely, and a survey of three hundred cities of this country was made, but in this wonderful public school system of America—I say it not boastfully, but truthfully, the most wonderful school system in the world, because it presents educational possibilities and opportunities open to all people, of both sexes, regardless of race or condition, wealth or poverty—in this great American school system it was found, some years ago, that in typical progressive school centers that not fifty per cent of the children ever proceeded successfully through the eight grades, much less through the twelve grades, through the high school and college, and that less than one-half of one per cent of our population was enrolled in all of the colleges and universities altogether. Probably the condition is somewhat better today, but there are communities—I know not of California, but in many states—where less than fifty per cent, yea, only forty per cent of the children who enroll in the first grade go through the eight grades; and yet we talk about having an intelligent electorate; we talk about the elimination of illiteracy.

Many investigations have been made to discover the cause of this premature elimination, and I cannot go into that now. I want to tell you that, aside from the economic factors involved in premature elimination of children from public schools in this and other countries, the probability is this, that the most potent cause of elimination is slow progress in school. No child likes to do what he does poorly; a person likes to do what he does well; and when we see children progressing slowly through the grades, failing, becoming discouraged, it is not strange that they are, sooner or later, eliminated.

If you would ask me what are the causes of this slow progress, I would point out for your consideration that there can only be three kinds of causes for slow progress in school; defects in the child, defects in the home, and there may be defects in the school itself. The defects in the child may be

physical and remediable, or they may be mental, or simply a lack of fundamental virtues of industry and patience. It may be a defect in the home. In the home of leisure and luxury, where children are not trained, where they are not given a proper place to study, where they are put under stimuli that keep them in tension and excitement during their developing years, how can you expect the children of the rich parents to progress rapidly in the schools? Or in the homes of the poor, where is only distress, and lack of proper nutrition and entertainment, possibly abuse and suffering, likewise we find that the child is likely to progress very slowly in school. Or it may be fault of the school, where there are ill-trained teachers, where sanitary conditions are bad,—poor light, poor ventilation—and all of these things that are not conducive to active progress, and lacking in a favorable combination of work and of play.

These, my friends, are two of the great internal problems of the school—the question of elimination and the causes thereof. And there is that great problem, so intimately connected with the question of economics, the discovery, and the treatment, and the training, and the ultimate disposition of the so-called exceptional child. He may be blind and deaf, he may be feeble-minded, or he may be brilliant, potentially. We are not paying enough attention, perhaps, to the detection and diagnosis and the treatment of the so-called exceptional child, whether it be a case of delinquency, of destitution, of blindness, epilepsy or of dementia or of amentia, that is, of feeble-mindedness. It is our duty to see that the feeble-minded ament is properly segregated for the purpose of protection from evil-doing, from evil-doers, and in order that such a child may become at least partly self-supporting and not a burden to the community, and also, a subject of legitimate research.

Now, in conclusion, I would not leave an atmosphere of pessimism, either in regard to the age-old problems of this and other countries concerning conservation of human life, or with regard to the seemingly chaotic conditions in some of our states concerning the administrative and internal problems of public education, because there are now encouraging signs abroad in the land.

In the first place, there is obtaining everywhere an appreciation of the necessity for universal education. It is being actually

realized in America, and we are able to go before our legislatures and before our philanthropists and appeal successfully for better support of public education. There are some pessimists who think we are getting too much support. They forget that, according to the last census, or rather the pre-war census, we spent in this country some fourteen millions of dollars for all of our normal schools, while we also spent fourteen millions for face lotions and cosmetics, thirty-eight millions for tombstones and four hundred millions of dollars for tobacco. We have only begun to be in earnest about the support of education, although there is more and more an appreciation of the necessity for universal education for all ages, both sexes, and all types of people.

In the second place, there is an encouraging note found in our appreciation of the unity of education, both vertically and horizontally. This thing of considering a university as pre-eminently important, and the kindergarten only of secondary importance, or the elementary school teacher as a being of only secondary importance is wrong. We know that under our conception of universal education, the whole system of public education—kindergarten, elementary and secondary and normal schools, colleges and universities and professional schools—are vital component parts of a great educational machine for preserving the republic and training American citizens; and, more than that, for carrying out the higher ideals of humanity.

And we are also believing in a horizontal unity. We are bringing together the newspapers, our libraries and our playgrounds—and our theatres, if you please—and our churches, and the public schools, into a closer coordination for the single purpose of the betterment of humanity and the bringing about of a finer idealism.

The most encouraging note of all, in this and in other countries, is the deep realization of the significance of childhood, both from scientific and humanitarian points of view. Many, many times it has been brought to our attention from a sentimental point of view. Homer, you know, anciently pictured the little child, the son of the warrior Hector, playing just as children do today. Folk-lore and legends largely deal with childhood. We know how Jesus, in disputing the wise men, put a little child in their midst and told those men to be like that child, in order that they might attain unto the Kingdom

of Heaven. Philosophy and science tell us that humanity, in its best aspects of self-sacrifice, kindness and brotherhood, exercises intelligent appreciation of the fact that civilization all centers in childhood. The care of infancy, of youth, by mother and father, gave rise to and increases the spirit of self-sacrifice, and of self-abnegation, which gave origin to those domestic virtues which form the basis of the family. The family makes the community, the community makes the state and civilization; and these therefore, in their best aspects, could not exist without the love and attention which we devote to childhood.

My friends, it is indeed a genuine pleasure that I can come here, into this great University, which is conducted, as I understand it, under the auspices of one of the splendid divisions of the Church of God, and devoted to the interests of humanity, and extend to you my humble, but my hearty congratulations that you are doing so much to improve the great cause of education.

### GOVERNOR WALLACE

Our last speaker has our thanks. Our last speaker will please us further if he will convey to the University of New Mexico our thanks to them for lending him to us this afternoon.

The next speaker comes to us from the Rockefeller Institute. The Rockefeller Institute is doing things today for humanity all over the world—tests, experiments and scientific investigations; we are very pleased to have with us today, Dr. Theodore C. Lyster, who will speak on the subject of Preventative Medicine. Dr. Lyster, this audience will be very glad to hear from you.

### PREVENTIVE MEDICINE IN PAN-AMERICA

### THEODORE C. LYSTER, M.D.

It has been my lot in the past years to be intimately associated—for something over twenty years—with General Gorgas in preventative medicine in Pan-America. About four or five years ago I undertook with him the elimination of yel-

low fever, under the auspices of the Rockefeller Foundation. General Gorgas's death left a burden on our shoulders that it was his ambition to complete. This, of course, has been very difficult in the limited time that has transpired, but many of his dreams are coming true, and one especially is that concerning yellow fever.

I know, in talking to a Pan-American audience, so many of whom have lived in the south, that they know and realize much that has taken place well within our own generation. Now, in order to confine my remarks, more or less, on a subject that has spread out as broad as the two continents, I shall read what is a summary, it might be said, of many of the things that have transpired in preventative medicine in the Americas, many of which, I am sure, if General Gorgas were here, would receive his unqualified support.

#### PREVENTATIVE MEDICINE IN PAN-AMERICA

Prior to the beginning of the present century the field of preventative medicine was extremely limited. The Pasteur Institute and such schools for Tropical Medicine as those of London and Liverpool, by sending workers far and wide throughout the world, were pioneers. Preventative medicine was still in its infancy when the twentieth century opened. Pan-America in the last twenty-five years has probably contributed as much, if not more, to the advancement of preventative medicine than any other section of the world. Prior to this period, medical evolution was more occupied in other lines of development. There lived during the middle of the eighteenth century a celebrated physician named Boerhaave, who more or less summed up the spirit of his age in medicine by leaving to posterity a volume entitled "The Secrets of Medicine," all pages of which were blank, except one, which gave a few directions about keeping the head cool and the feet warm. It is easily seen that such medical complacency was not suited to scientific advancement. However, following this period the study of anatomy was slowly advancing medical practice until about the middle of the nineteenth century the change from mysticism to materia medica made its appearance. This might be called the drug age when the effect of plant life on human life had about reached the limit of tolerance. This period closed practically with the discovery of ether and a resulting

surgical revival. During the latter half of the nineteenth century, surgery far outdistanced in its rapid progress all other branches of medicine. About the year 1900 the world began to realize that many of our ills could be prevented far easier than cured. Specific causes of many diseases made known by the brilliant work of bacteriologists and pathologists revolutionized lay as well as medical thought. Cleanliness now became the universal slogan, whether as to where or how we lived, what we drank or what we ate. Municipalities, counties, states and nations vied with each other for pure water supplies, sewage disposal, fresh air and clean surroundings. Dirt as a germ carrier was blamed for everything. A millennium seemed at hand. Impurities, whether gaseous, liquid or solid, when removed from our surroundings would leave us protected from practically all preventable diseases. At this time we began to learn a good deal as to the cause and common methods of transmission of many of our pandemic invaders such as smallpox, cholera, plague, typhoid and yellow fever. We also began to learn more about preventable diseases which had become domesticated, such as tuberculosis, malaria, dysenteries and our childhood contagious diseases. The mortality was found to amount to many thousands each year, counting its victims among the clean as well as the unclean, which awakened us to the situation that cleanliness, while none the less desirable, would not stand long as our only barrier against disease. It was at this time that Pan-America began its contribution to medicine which has carried the science of the prevention of spread of many communicable diseases to its present state of development.

#### BEGINNING OF PUBLIC HEALTH WORK

Public health work which had been in existence less than half a century had not developed sufficiently to be effective. Such men as Duchatelet in France, Quetelet in Belgium, Pettenkopfer in Munich, Virchow in Berlin, and many others were putting into practice in Europe the precepts written into a Public Health Act in the English Parliament by John Simon. In the United States the American Medical Association made a beginning in 1847 which crystallized in the American Public Health Association in 1872. The Spanish war found the countries of America practically strangers to each other. Their



isolation, not only from Europe, but from one another was far greater than the distance separating them would explain. Naturally national or international preventative measures were but dreams. Wherever large bodies of men were gathered together mortality rates were little better than those of a half century before. Communicable diseases in time of war among troops were considered many times more formidable than the enemy that would be met. These diseases appeared with the recruits and buried over 75 per cent of the dead. Now, there were to be added diseases commonly classed as tropical. National calamity seemed to be the just deserts of any nation attempting military undertakings. The war fortunately ended with little loss to Spain beyond the lifting from her shoulders of a ruinous colonial expansion and to the United States the lives of those we now know were needlessly sacrificed. The door was now open for better feeling and a clearer understanding of the close relationship of the various countries on the American continent. Not only did we begin to feel that we were all largely dependent upon each other for success in the future, but that our inter-relations should be so controlled and coordinated that while not delaying progress, the best in our countries should be allowed to go abroad rather than the worst. Instead of sending our communicable diseases to our neighbors we learned that it was better for us to control them within our own territory. Inelastic quarantine destructive to commerce was often the sole national preventative measure against the spread of an epidemic. At this time not only the causes of so many of these communicable diseases were unknown, but also the means of their spread. This resulted in generally terrorizing a community so that measures impossible of enforcement were usually attempted.

#### DEVELOPMENTS FOLLOWING THE OCCUPATION OF HAVANA

When the American government in 1899 took over the administration of Cuba, public opinion was thoroughly aroused by the medical tragedy of our war experience. A renovation of Havana as though it were an *Ægean* stable was the immediate demand. A house-to-house cleansing resulted such as probably no other city has ever experienced. Thousands and thousands of cart loads of rubbish were removed and blocks after blocks were literally scrubbed with disinfectants

by employees of the Health Department. The reputation of Havana for destroying invaders by giving them yellow fever was well established. Spain made little progress in absolutely controlling Havana because of this disease. Yellow fever was present when our troops arrived in Havana and continued. What we did not understand then, but now know was a fact, was that in the bad parts of town where we no sooner had completed a thorough cleansing of a block when we were almost sure to find more cases of yellow fever in this clean block than in the dirty ones. The explanation is simple now, since we know that a mosquito (*aedes calpous*) is the transmitting host of the disease. As this mosquito prefers clean water, it was but natural that the cleaner the water the more mosquitoes; then, too, the American population, not immune to yellow fever, naturally gravitated to these clean blocks. It was not until the army board, with Walter Reed as chairman, confirmed and carried further the work of Carlos Findley that this mosquito transmitted yellow fever, that real progress in preventative medicine was made in Havana. The widespread distribution of yellow fever, especially on this side of the Atlantic, brought the object lesson home in a most effective manner. Representative medical men from nearly all the American republics were present at Havana shortly after that time. It was here that such men as Oswald Cruz from Brazil, Liceaga from Mexico, and many others came to see for themselves. They returned to their various countries impressed with what they had seen and determined to undertake similar campaigns in their respective countries. Their enthusiasm did not stop at the attempt to control yellow fever, but carried them on with the determination to improve their various health organizations so that through them a more effective warfare could be carried on against preventable disease. Nearly every Southern, Northern and Central American country began a general campaign of education which in turn has helped greatly to advance medical knowledge.

#### PANAMA AND ITS TEACHINGS

Success in Havana made possible the consideration of construction of the Panama canal. The experience of the French was such as would without doubt have prevented our beginning the undertaking had we not felt reasonably certain that yellow

fever and malaria could be controlled. The American public realized that there existed tremendous engineering difficulties largely because of the magnitude of the scale upon which the work had to be constructed. They demanded as a matter of course that funds should be appropriated for this construction work, but when it came to prevention of disease, their liberality practically knew no bounds. The tendency therefore was but natural to class every possible expense under the head of sanitation regardless of its true relationship to the work. Every conceivable charge for reclaiming waste land and the pay of the clergy, including street cleaning and garbage collection, was loaded on to the department. The official expenditure for the Sanitary Department the first five years was little under ten million dollars, but less than two million dollars of this ten was actually spent for sanitation, a per capita charge of a little less than one cent a day. In this way we see how far the pendulum had been allowed to swing. What took place in Panama is now coming to the front in nearly every American republic. Money is being obtained under many pretexts and often expended without scientific thought of true economy of real benefits. Innumerable so-called health bodies are working not only independent of federal and state organizations, but also independent of sound medical principles. The lack of coordinated control in the United States is largely responsible for this rising criticism against the pyramiding of cost without compensatory effect upon the mortality of preventable diseases. The fault lies deep in the misconception of the public mind as to just what are the proper limits. Laudable but misguided effort is confused with desirable and effective preventative medicine and as a result the whole structure becomes a target. It has been well said that should the increasing rate of expenditure continue for the next ten years the United States would become bankrupt and still there would be no appreciable dent noticed in the normal fall of the mortality rate. The lack of authority for enforcement of measures which are really good in principle has resulted in failure to reach those for whom they were intended. Latin America is fortunate in having for its model the Spanish legal code, which has many advantages. It is not only flexible, but in giving central authority to health departments guiding only in principle and leaving a great latitude to those in charge, has resulted in great benefit to these

fortunate countries. The divided authority of the United States in health matters is one of the chief causes for our failure to efficiently and economically control our preventable diseases. The lessons learned in Panama were but a concentrated essence of what was taking place in all parts of the world. There was present the ounce of prevention in quantities, isolation of patients, contacts and carriers, but to depend upon them, however, was turning back the hands of progress. Much more was required. An area to be made safe from the spread of disease has to be safeguarded from within. Should yellow fever threaten, a mosquito index must be brought down to a degree where the disease would not spread. Should plague threaten, rats should be reduced to a minimum and built out with cement construction to prevent their nesting. Gradually we learned that each disease had to be handled on its own merits, but that this could be done economically was proven beyond question. We found then, as we have learned since, that unpreparedness exacts a tremendous tribute. Preparedness in preventative medicine is no exception to preparedness in any other lines of endeavor. We have found when unprepared that we have had to pay heavily in lives and money which does not stop with one generation.

#### RELATION OF ROCKEFELLER FOUNDATION TO PREVENTATIVE MEDICINE IN THE AMERICAS

Within recent years, through the philanthropy of Mr. Rockefeller, assistance has been generously offered to many nations in the control and prevention of many communicable diseases. The value of education as a basis for all preventative measures has been considered fundamental. Institutions in all sections of the world have been instituted for the purpose of finding out and teaching the truth. A subsidiary body now known as the International Health Board has undertaken the preventative medicine phase of this philanthropic body. Following the work in Porto Rico was realized the enormous loss of life and economic damage resulting from hook worm. A campaign was undertaken by the board to assist many American countries in their campaign against this disease. Results obtained, especially methods of cooperation, were such that when General Gorgas submitted a plan with its ultimate object of elimination of yellow fever from the world, it was taken

seriously by this body, with a determination that lack of funds should not be a cause for failure. It has been my good fortune to have played some part in this yellow fever campaign under the direction of the Rockefeller Foundation and so I am speaking with some intimate knowledge as to details. Looking back to the beginning of this century yellow fever was a common visitor from Virginia to Buenos Aires. Gradually we have seen the area shrink so that at present the disease is now known to exist in two small areas, one not far from Vera Cruz in Mexico, which we hope will disappear within the next few months, and another on the east coast of Brazil, with its center at Bahia. Just what is the present condition in Africa we cannot be certain, but it is questionable whether the disease has not disappeared also from that area. When you consider the character of the fight against this disease, which is only one of many with which the various public health departments are engaged, you have here a good example of what can be accomplished when nations are willing to pool their interests against a common enemy. It was this combined strength working under coordinated control that has made it possible to step by step eliminate this disease from one country after another. Money has been freely offered by the Foundation, but with few exceptions each nation has accepted little more than the services of trained personnel and such money as was needed in emergencies where national budgets would be made available on short notice. The success in yellow fever work has largely resulted from the whole-souled cooperation given by the various countries in which the disease appeared. Each country in which these campaigns against yellow fever has been carried on has not profited simply by the elimination of this disease from their territory, but has used the principles underlying these campaigns by applying them in other undertakings of their various departments.

#### SOLVED AND UNSOLVED PREVENTATIVE MEDICINE PROBLEMS

Of the many unsolved problems in preventative medicine in the Americas some of them are mentioned to illustrate somewhat the position we have now reached in this field of endeavor. Yellow fever is slowly but surely disappearing. Dysentery, leprosy and cholera are being more and more confined either to restricted areas or are fairly well controlled. Uncinariasis

(hook worm) and malaria still remain as leaders among preventable diseases and against these diseases much effort and money is now being expended toward lessening their ravages. Plague and typhus of the nomadic and tuberculosis and cancer as domestic diseases are now testing the results of preventative medical science. The cause, means of transmission and methods of control and elimination in plague are well known, but the enormous cost has prevented serious efforts toward complete elimination. The same might be said of typhus, which means a liberal water supply and its compulsory use in infected areas. Work in tuberculosis has made enormous strides by restricting it through increasing our national resistance. The prevention of cancer, however, to the practical Sanatorion, is still in the twilight zone.

Epidemics and pandemics will no doubt continue to appear and reappear in spite of all organized resistance. However, thousands of lives are being saved annually by the efforts now made toward the control of preventable diseases, and, with better coordination, the results to be obtained will continue to increase. Not only has the average span of life been lengthened, but our existence has been freed from much misery, to say nothing of the loss of lives which ever follows in the train of these, our natural enemies. The close associations which are apparent here at this meeting and which now exist throughout the Americas will do much toward furthering the science largely indebted to it and in turn will be the greatest gainers of its beneficial results.

### GOVERNOR WALLACE

To have been an associate of General Gorgas in his great fight against yellow fever is enough glory for one man.

Ladies and gentlemen, the great Washington conference for disarmament of a short time ago, the greatest conference that the world has had, was a conference held in the beautiful Pan-American Building, which building was managed and built, and the funds secured, by the gentleman who in a moment will address you. When I heard that John Barrett was going to speak at this conference it gave me real pleasure.

Dr. Barrett has been for many years the Director-General of the Pan-American Union. Before that he was American

Minister, both in Asia and in South America. He is now counsellor and general advisor in international matters, and pre-eminently fitted for that kind of work. He knows more about the things that come up for our consideration, probably, than any other man in America. It is a very real pleasure to present John Barrett.

## PAN-AMERICANISM, AMERICA'S GREAT OPPORTUNITY

JOHN BARRETT, LL.D.

### *Counselor and Advisor in International Affairs*

I felt indeed very much flattered by the introduction of our very apt and pleasing presiding officer, and I thought, as did Dr. Hill, of an introduction I once received quite different from the kind you did, and quite different, indeed, from the kind I have received today.

Just after I had returned from being your Minister in Asia, and Special Commissioner in the Philippines for six or seven years, in which time I had wandered up and down Asia, from the mouth of the Yangtse to the foothills of Thibet, from Northern Manchuria south to Singapore, and to Penang, and Colombo, and Calcutta, and God only knows where; when I got back, and arrived in New York, a friend of mine, who was then quite prominent, came to me and said: "Barrett, every autumn the community up in Aroostook County, Maine, hold a grand barbecue. Everybody in the county goes, and they are in the habit of having a distinguished man to address them. At the last moment the speaker who was scheduled is unable to go, and it will be a great favor if you will consent to take his place." I said I would go, and a telegram was accordingly sent to the local committee to the effect that John Barrett, ex-Minister to Siam, would be present—that being my first diplomatic post. I arrived nearly as soon as the telegram, and drove from the railway nearly twenty miles back into the county. Gathered there were nearly twenty thousand people. On the platform were gathered all the dignitaries of the county, and the presiding officer was an extremely tall, angular individual. I feared when he arose he would bump the zenith. I made inquiry, asking if he knew anything about who the speakers

were, and was told no, that that did not matter; that he would simply announce the speakers; and I wondered what he would say about me. Presently he arose, and as he kept going nearer and nearer to the front of the platform, and growing taller and taller, I wondered if there was room for him between earth and heaven. Finally, he opened his mighty mouth and thundered forth: "Fellow citizens of the grand old Commonwealth of Maine, I have great pleasure and great honor to introduce as the orator of the afternoon that famous man——"

And then, to save his life, he could not think of the name. He backed up for a minute, and then came forward, and said: "That, that, that, that well-known man——" To save his life, he could not think of it again. Then somebody said, "Look at the telegram." He looked at it very carefully, and then said: "Yes, ladies and gentlemen, fellow citizens of the grand old Commonwealth of Maine, I have profound pleasure and great honor in introducing that well-known—yes, that famous man, the Rev. John Barrett, ex-missionary to the heathen land of Siam."

And, after all, he did not vary so much from the truth. I might not have had the honor of being a missionary of the gospel of Jesus Christ—it would have been a great honor—but I did have the honor of being a missionary in the new era of the square deal, and of honesty and truth in American diplomacy.

When it was my great privilege to go out as United States Minister my one great instruction from my Secretary of State in Washington was: "Always tell the truth, and never allow the Minister of Foreign Affairs in the country to which you are accredited tell you other than the truth. Anyway, as a Minister of the United States, set the example of truth-telling. That is the word that is today going out from here to our ambassadors, ministers and consuls. Forever hereafter that is going to be the mission of America in foreign affairs."

Mr. Wallace, you referred to my long service in Pan-American affairs. Yes, I really feel as though today I am the patriarch of Pan-Americanism. When I go back and remember those days when I was a "voice crying in the wilderness," from Los Angeles to New York, and New Orleans to Minneapolis, not only among Chambers of Commerce and Boards of Trade,



but, yes, in universities and colleges all over this country, trying to awaken the American people, the American university and American business men to the importance of Latin America, to the importance of our sister American republic, to the importance of Pan-America and Pan-Americanism, to the development of that sisterhood which should make the Western Hemisphere forever the leader in civilization and Christianity of the world—when I recall these things, the days when I was almost an unwelcome “voice in the wilderness,” the developments of the past few years seem really marvelous.

A few days ago the only sweetheart that I have ever had in this world, and, God bless her, her advice, her sympathy, her love had been my greatest inspiration, whether I have been lost on the plateaus of Thibet, or in the upper reaches of the Amazon—yes, that dear old sweetheart mother of mine passed her eighty-eighth birthday, and she recalled to me, as I sat by her side, the great days of the past; and under the spell of what she said I swore to work harder than I had ever done for the cause of Pan-Americanism.

By the way, there is now in this audience a man who was a year old when the Monroe Doctrine was first announced. Think of what that means, ladies and gentlemen. I feel so much the wonder of it that I want to tell you that, as he sat before me, he gave me splendid inspiration. He is a man who was a United States Senator from California, who was in Congress before that, who knew well and was a friend of the great Abraham Lincoln; yes, a man here who was a year old before the Monroe Doctrine was declared, and who will celebrate, a year from next December, the one-hundredth anniversary of that great day. I want to ask Senator Cole to rise, that this audience may see a man who in five months more will be a hundred years old.

(Senator Cole rose.)

Ladies and gentlemen, I hope I have shown my appreciation of the great honor Dr. von KleinSmid did me in inviting me to come here, when I tell you that I have journeyed all the way across the continent at a time when I wanted to be in Washington. I have been invited for the great Pan-American Conference of Women, which will be addressed by Secretary Hughes and by Lady Astor, that marvelous Ameri-

can woman, now a citizen of England—and a few days later to the great Chilean-Peruvian Conference to discuss what I believe is the most important problem now before Pan-Americanism. Yes, from that I came for the exclusive purpose—I want the privilege, no matter what else I may do, of doing honor to a great Pan-American, Dr. von KleinSmid; to do honor to this University, a credit to the City of Los Angeles, and to the State of California, where I had the honor of arriving when I was only a month out of college, after riding all the way from the Atlantic Coast in the upper berth of a tourist sleeper; that I might look toward the mighty, fascinating Orient, where later I was to go as Minister.

There is a fascination to me about the purpose of this conference, that casts such a spell over me that I could not fail to respond to the call; and now I congratulate Dr. von KleinSmid, I congratulate the University and everyone connected with this section. Possibly you are taking a step here that will be one of the great influences in bringing about a mighty new era of Pan-Americanism—of Pan-American sympathy, of Pan-American friendship, of Pan-American solidarity. That is the greatest ideal of the Western Hemisphere. And it is indeed a real pleasure to listen to the addresses we have heard here today. Why, I know that I would be only too glad to give all of my time today to Dr. Galvez and his fifty-seven varieties of Pan-Americanism, every one of which has a real piquancy to it and worthwhileness that should have its influence upon us all; and I was so impressed with the discussion that Mr. Cook gave us, and then by this admirable, frank and helpful talk by you, Mr. Villalobos—I congratulate you upon your progress in English—but I want to say to Dr. Galvez that if he ever gets tired of living down in Chile—you know he said he did not like California because it was so far from Chile, the center of the earth—if he ever gets tired down there there is just one thing for him to do, and that is to come to California and run for Congress, or Governor, or something of that kind, because he knows how to put it over. You know that some of us up here think that we are pretty good politicians, and fairly good at speech-making; but I want to tell you, after 23 or 24 years of Latin America, I have come to the conclusion that we are mere children compared to our Latin-American friends in the art of speech-making and of politics. In Mexico they have

forgotten more about politics than we have learned in a hundred years, and it is so in nearly all of the Latin-American countries. Their revolutions are not revolutions; they are simply evolutions—political evolutions—that is all. Why, I once stopped a revolution in Panama by calling out the band to play. They liked the music so much better than the revolution that they discontinued it.

But I want to speak seriously, and tell you that there was never a more unfair slur upon Latin America than this talk about revolutions. Do you know that there have been four or five times as many revolutions in Europe during the last hundred years than there have been in Latin America? Do you know that up to the World War there had been a thousand times more people killed in revolutions in Europe than all Latin America? Do you know that for the last forty years there has been no war between any two Latin-American countries? Do you know there has been only one or two really serious revolutions? And when we speak of the reliability of Latin America, do you know that states of the United States and governments of Europe have defaulted upon their obligations, but not one Latin-American country has ever defaulted upon a foreign loan?

I have so much to say today that I feel as if I was trying to jump from mountain-peak to peak. I am the goat—the mountain goat, you might say—trying to get to you a message upon Pan-Americanism, America's greatest opportunity, and I want, in the short time at my disposal, to deliver to you a message which I hope will cause every man, woman and student—boy or girl—in this room to go out with a greater vision of the future than he or she has ever had before, a greater sense of responsibility, a realization of the meaning of Pan-America and Pan-Americanism, and of the responsibility upon the people of Los Angeles and California and the United States towards the Latin-American countries; to so bring about a relationship among the peoples and nations of the Western Hemisphere that Pan-America, the Western Hemisphere, shall be forever not only the hope, but the leader, of the world's progress.

My friends, do you stop to think that, in the heart of Europe and Asia, there has been a great volcanic eruption of society

which has started a great tidal-wave of human influences, sweeping almost everything in its mighty power before it? One element of that torrent is sweeping eastward toward the Pacific, across Asia, and is casting its spray of Bolshevism upon Japan and China, and the whole Pacific shores. Another great force of that tidal-wave is sweeping westward towards the Atlantic Ocean, casting its spray not only over Germany and Poland and Czecho-Slovakia and those countries, but even upon the shores of mighty Britain, upon fair and lovely France, and even Spain and Italy. My friends, I want to say to you that it would seem as if God had placed the United States and Latin America, with the great Atlantic Ocean on the one hand and the great Pacific Ocean on the other, in order that here the youth of the world—the New World—should be the saving influence, under God's guidance, to carry the world through the greatest crisis it has ever known, and make triumphant that democracy, that civilization, and that Christianity, for which all America stands.

Do you realize why we use that term Pan-America, or Pan-Americanism, instead of America or Americanism? Because the word "pan" is common in the Spanish and Portuguese, and in English, and therefore Pan-America and Pan-Americanism are understood by every man, woman and child in the countries south of the United States, and in Canada on the north.

Pan-America, in its strict geographical sense, includes everything from the Arctic to the Antarctic, and between the Atlantic and the Pacific Oceans. Politically, however, Pan-America generally means the twenty-one independent Republics of the Western Hemisphere—the United States and the twenty countries lying south of it; and right here I stop for a moment, and want to say to this great audience that I am one of those who are anxiously counting the days until Pan-America politically shall not only comprise the United States and the twenty Latin-American Republics, but shall also comprise the great sister country, Canada, on the north. Canada today is almost as independent as is the United States or any Latin-American country, and she has developed a great trade and friendly interest with those countries, as well as with the United States, and we hope that the time is not far distant when she shall be considered, politically, as well as geographically, a member of the Pan-American Union.

Now, I have not the time to dilate on that, but what does this expression Pan-Americanism mean? The term sounds a little strange at first to the average person, just as Pan-Germanism did; but it is an entirely different thing, and has an entirely different significance from Pan-Germanism, which largely, in a sense, was responsible for the World War. Pan-Americanism means simply the cooperation of all of the American countries for the good of all of those countries, and for each of them, with no special favor for one, or prominence for one. And the Americas must always strive for that, if they are going to make Pan-Americanism a lasting principle that everybody will follow.

Now, where are Pan-America and Pan-Americanism housed? Oh, how I wish I could this afternoon transport you all from this exquisite environment to far-away Washington, and show you that Capitol of Pan-America, which recently became, as it were, the Capitol of the World; to show you that great marble structure which the greatest living French architect, in an address before the Sorbonne (I had the honor of being a guest of that university in Paris), described as combining nobility of expression, beauty of architecture, and practical usefulness, more than any other public building in America, and possibly more than any other public building in the wide world. Think of it! The temple of Pan-Americanism. Everything about it suggesting confidence—mutual confidence and good-will; suggesting friendship that is undying; suggesting everlasting peace among the nations of the world.

You have just read how old General Joffre has just been across the continent, and you read how last night he nearly went to sleep speaking; he became so tired—that savior of the Marne, and possibly, therefore, of Christianity; that great old hero of France. Do you remember when he came over to the United States in the middle of the war? Oh, I do remember it so well. I was Director-General of the Pan-American Union. We gave him a magnificent reception in that beautiful, exquisite hall, in each corner of which is the word "Pax." Then I took him into that council chamber; I showed him that room, with the great oval table, with twenty-one chairs around it, each chair carrying the name of an American republic—the United States and Mexico, and south to Argentina and Chile—each chair carrying the coat-of-arms of the country; and then

I showed him that wonderful bronze frieze and the photograph of the Secretary of State and ambassadors and ministers from Latin-American countries who sit there shoulder to shoulder and elbow to elbow, their feet under the same table, discussing the affairs of the Western Hemisphere; and emphasizing to him that since that day they first began to sit there, and to put their feet under that table, there had been not even a suggestion of real war between any two of the American republics; that when any suggestion of it had come, always the other nineteen, sitting there at the table, facing the ambassadors of those two, said to them, "Here, if you would do this, you would do it against the will of this family that sits around this table." And, my friends, there has been no approach to war since that Council has been meeting regularly every month, except in the heart of summer.

Old General Joffre looked at those photographs, at that table, walked around it, and I saw that this great soldier had tears in his eyes; and then, in exquisite French—I wish I could quote him, but my pronunciation is too poor—and he said, "Mr. Director-General, you know I cannot help but think that if there had been in London or Berlin, in Paris or Vienna, a great Pan-European temple of peace like this, a Pan-European room like this, a Pan-European Council like this, a Pan-European table like this, and if around that table in July, 1914, had been seated the ambassadors and ministers of the European countries, elbow to elbow and shoulder to shoulder, I feel that the world war would never have taken place."

Now, my friends, are you not proud of the home of Pan-Americanism in Washington? If you are not, let me tell you that when Mr. Balfour left Washington after the arms conference he went out of his way to come to me, although I had not remained as Director of the Pan-American Union; I had resigned the year before, because, after twenty-five years of public life, I was coming dangerously close to the poor-house. Mr. Balfour said to me, "Mr. Barrett, as long as you were responsible for the construction of this building, and you cared for it as a mother cared for its child, for long years, I want to tell you that I heard every plenipotentiary to this arms conference—every one of them—say that the environment of the Pan-American Building, where all sessions except a few of the plenary sessions were held, where all the committee sessions

were held—say that the influence of this building, and above all, the word ‘Peace’ watching over every plenary session of the committees, that was indeed a tremendous influence, and every man said he did not feel he could leave that environment without making the conference a success.” I therefore say to you I think the Pan-American Building was a great element in the success of this mighty gathering. Think of what that is doing for the influence of Pan-Americanism.

Now, my friends, go there the next time you make a trip to Washington, and the inspiration of that building, if you are not a Pan-American already, if you do not know Latin America and do not understand the spirit of Pan-America, I defy you to leave that environment without going away enthusiastic about Pan-Americanism. What is perhaps the best thing about it is that the Latin-American Governments, the Latin-American people, ambassadors and ministers, have always taken just as much pride in it as have the representatives of the United States, and although it is upon the soil of the United States it is the property and the home of Mexico, and of Chile, and Argentina and Colombia, and the others, as much as it is of the United States. And there it stands, the Capitol of the Western Hemisphere, where every nation, and every man and woman in all America, is represented in deliberations which mean much for the benefit of all our countries and peoples.

Oh, my friends, I would this afternoon that we might construct a great airship that could bear us all away so that we could, in some miraculous manner, obtain a bird’s-eye view of all Latin America, in order that we might truly catch the enormous significance of Pan-Americanism. As it is, I am going to imagine we are starting this moment from Los Angeles—and I am going to make you travel fast—about five thousand miles a minute. Now, we have started. We have already arrived in Brazil. We are looking down upon Brazil—five thousand, six thousand, seven thousand, eight thousand miles south from here. The country is so large that if some Brobdingnagian giant could pick up the United States he could put it inside of Brazil, and have room left for California once or twice. And there is the great Amazon. At Para we have an Atlantic port 2200 miles from the Atlantic Ocean, and only 700 from the Pacific, and right there I counted nineteen vessels loaded down

to twenty-two feet, and they had to go 2200 miles from the heart of South America before they entered the great Atlantic.

Two thousand miles further south than the Amazon we see what is perhaps the most beautiful city in the Western Hemisphere, and one of the most beautiful in the world; with a population of nearly one and one-half millions; where they are going to hold this autumn the greatest exposition known in America; with a harbor so beautiful, so exquisite, that I know of none—and I have been three times around the world—that can equal it.

Two thousand miles farther south we come to Montevideo, the capital of Uruguay, with a population of five hundred thousand, where they can float the fleets of all the maritime countries of the world.

We fly from there across to Buenos Aires, and what do we see? We see the first Spanish-speaking city of the world, the second Latin city, next to Paris, and the third of the Western Hemisphere, after New York and Chicago. This city of nearly two millions, where you can see the finest newspaper building in America, the finest opera house, the finest club in America, and other evidences of great world progress. Then you are in a country—think of it—Argentina has a greater reach north and south in the southern temperate zone than the United States in the northern temperate zone.

Right across from Argentina you see Chile. Lots of people throughout the United States, when they think of Chile, think of chili con carne, and there it ends. They do not realize that if you put the southern end of Chile down at Tia Juana, or say that we rest it in San Diego, the northern end would not end in Oregon, or in Washington, or on the British Columbia-Alaskan line, but run up into the heart of Alaska—all in the southern temperate zone, and facing the Pacific Ocean. They do not stop to think of that.

Then there is Sanitago, the capital city, of over half a million—larger than our Washington; and Valparaiso, where they are spending millions in making one of the great harbors of the world.

Come up past Bolivia, through mighty Peru, and then Ecuador and Colombia and Venezuela. Into these countries of Colombia and Venezuela could be placed all of Germany and all



of France, yet they are much nearer to New York than Los Angeles, and they are in the beginning of a mighty future.

Then I would like to speak of Cuba, of the Dominican Republic, of Haiti—but just a word about great Mexico. Mexico is so near that we do not stop to think that if you laid Mexico down on the map of the United States it would cover everything from Western Texas to Virginia, if we except Virginia, West Virginia and Tennessee, and that section below it.

And then there comes this monumental thought—the great material, the great economic possibilities of Pan-Americanism with these countries, these twenty countries — think of it — which cover an area of nine millions of square miles, that conduct themselves annually a foreign commerce of five billions of dollars. They have a population down there practically of one hundred millions, nearly as large as ours, and it is increasing very, very rapidly by reproduction, by natural processes, and which, in this new relationship, is going to increase more rapidly by immigration from the Old World than we are doing. During the next ten or twenty years there will be, with the United States, nearly 220 millions of people upon the Western Hemisphere—every one of them vitally interested in the cause of Pan-Americanism.

Now, here is this hammer-thought, as I might say, which almost knocks you senseless with its mightiness: Do you realize that Latin America is now, as far as natural, physical and economic development is concerned, where the United States was fifty or sixty years ago? The whole West Coast of Mexico—that marvelously rich section of the West Coast—Central and South America, are just about where California and Oregon and Washington were sixty years ago, as far as the development of their natural resources are concerned. Now, then, where is your imagination? What will that mean, when the capital of North America, when our own capital, working hand in hand with our South American, with our Latin, friends, shall operate to make those countries bring forth the wondrous wealth which nature has given them in unlimited quantities? Ah! and when there is, back of those great economic resources, a significance, a wonderful cultural history—the inspiration of a great civilization.

Aye, is it not true that a hundred years before John Harvard or Elihu Yale thought of founding the great universities

that carry their names, San Marcos had long been in existence? When that great Pan-American, Theodore Roosevelt, arrived on the borders of Brazil on his famous trip around Latin America, he said, "The new civilization of the United States greets the older civilization of Latin America." Yes, what an inspiration there is in that. Go back into history; consider the attainments of those intelligent people, the Aztecs and the Incas, and others, and think of what an heritage is there, which is not that of North America, of the United States, and yet should be,—a cause of sympathetic interest in Pan-Americanism, and an inspiration to us. Now, my friends, I must not touch further upon that. Mind you, the time is so short that I am endeavoring to take up a very few of the thoughts that I intended to put before you.

Let me say, before I forget it: Referring to your going to Washington, if you do go there, make yourself known to my successor, Dr. Rowe, who is in many respects a much better and a much more competent Pan-American than myself, a man who has spent long years in the furtherance of this splendid cause. You heard his telegram read this morning. He will give you just as warm a welcome as I could. He will see that you are taken all over that splendid building; only tell him that you come from here, and mention the name of Dr. von Klein-Smid. I know I would do it, and I know he will.

Now, just a word in regard to the future of Pan-Americanism. This is a vital consideration, depending upon three theses—the political, the economic, and the cultural. I would like to subdivide these endlessly, and analyze to you what the United States must do, what Mexico must do, what Chile must do, what Brazil and Argentina must do, what Cuba must do, what Canada must do, what California must do; and I could go on enjoying that analysis, and trying to build up, after the analysis, enjoying a synthetic construction of a great new picture of the future of Pan-Americanism; so that every North American and South American and Central American and Mexican may say, on leaving this great conference, "I pledge myself to work as never before for a better understanding, and a lasting understanding, between all of the American republics, for their common good."

Now, my friends, you have heard so much today about the cultural side, that there is hardly anything remaining in that

regard for discussion, but I do want to congratulate you upon what you are trying to do, the exchange of professors and students. When I go back to a day of fifteen or twenty years ago, when I suggested that thing to American universities and colleges they recoiled from it. When I first began writing and suggesting the teaching of Spanish only three universities would listen, and only eleven high schools were teaching Spanish at first, and now there are nearly four thousand doing that. In those days there was hardly a newspaper in New York, San Francisco, Los Angeles or New Orleans that would give a single stick of space to Latin-American affairs. Today hardly a day passes when a New York paper does not give at least two or three paragraphs to a column or two. There is a tremendous interest in the financial and economic development of Latin America among the newspapers throughout the country, and magazines are filled with articles about those countries as never before; and everywhere women's clubs, universities, colleges, and divers organizations—social, civic and otherwise—are anxious to know more about Latin America.

There is this also—oh, I speak from long years of experience—we have got to make, as far as Pan-Americanism is concerned, we have got to make Spanish the great language that we teach in our schools and universities and, in turn, we are going to ask Latin America—in Brazil as well, where Portuguese is spoken throughout—to make English their great foreign tongue. When we have done that we have established a new condition which we have not had before; but the burden is on our shoulders, because the proportion is about one hundred to one today of Latin Americans who can speak English to Americans who can speak Spanish. The burden is upon us, and it is up to us to set the example.

Then there is the question of travel. Don't always go to Europe, to Japan, to Honolulu or Canada, but go to Latin America. Go at least to Mexico. There are now wonderful new steamers, as fine as those crossing the Atlantic and Pacific, taking you from New York or other eastern ports, also from our coast here, to those Latin-American countries. You will get a welcome that will make your heart glad.

Then, as to the economic feature, I will tell you something that will surprise you. Do you know that in the year 1913-14, the last fiscal year before the war, that the total exports and

imports of the United States to and from Latin America, for the first time in history, were greater than those of Great Britain, Germany or France, our trade with these twenty countries or more exceeded that of Great Britain by one hundred and fifty million dollars, and that of Germany by three hundred million dollars. In other words, our total trade with Latin America, just before the war broke out, was eight hundred and fifty million dollars, that of Great Britain seven hundred million dollars, and that of Germany about five hundred million dollars. Then came the boom of the war, and our commerce grew to three billions or four billions of dollars. Talk about booms—Los Angeles never had such a boom in real estate as had Latin-American trade by reason of the war. Then the collapse came, and the balloon burst. They are getting back now to pre-war conditions. My suggestion is this: that the people of the United States and of Latin America must co-operate in every sound way for the best interests of all these countries. There is this question of exchange. In order to build up a great economic structure we have got to have stability of money, without that variation that now exists. Yes, then we have got to have stability of tariff among the countries; stability of shipping.

The dollars of North America are going into South American and Latin-American countries for the development of their vast resources. We have got to spend four or five billions of dollars there, bringing the wealth out of the soil, harnessing water power, building railways, public roads, helping their governments in reviving themselves after this war. Yes, and we have got to develop a great system of commercial arbitration between the countries.

Now, my friends, I come to perhaps the most important—you know I have only touched a very few of the high places—I come now to the most important, and the most delicate, to the final observation that I have to make; that is, in regard to our political relations. Do you know, there is one solution of this whole thing? I say it as one who perhaps knows Latin Americans as well as any other person in this country. I have been your Minister in three of the countries, and just as much an officer of Mexico and Argentina and Chile as in the United States. When I was in Asia I learned to think as the Buddhist and the Shintoist thought, as the Chinese and Japanese

thought, and then I got at the heart of things. When I started in Latin America I followed that practice until I began to think from the standpoint of a Latin American; and today I can think in terms of the Mexican just as easily as Dr. Villalobos can, with just as much sincerity, and at the same time I can think in the terms of my own country. While I am thoroughly a devoted and patriotic citizen of my own country, this knowledge I have of Latin America makes me love the Latin American with a deep and affectionate love; makes me, perhaps more than anyone else in this country, look for the beginning of a new era of cooperation and accord and mutual confidence, that will never be broken in the years to come. Truth is the whole thing. When the people of Mexico and Latin America know the truth of the feeling of the average American man and woman towards Latin America—despite the terrible mistakes of politicians and so-called statesmen which have tended towards the disruption of good relations between these peoples—when North and South America and Central America and Mexico realize the truth concerning each other, and the real feeling towards each other, through the exchange of professors and students, through travel, through study and research, through conferences like this, we can say good-bye to distrust, to doubt, to lack of confidence.

My friends, I wish to refer to the Monroe Doctrine. When we celebrate, a year from next December, the one-hundredth anniversary of the Declaration of the Monroe Doctrine—in 1923, when we celebrate, you know what I want? I want to see the Monroe Doctrine shaped and declared to be a Pan-American doctrine; that Mexico, and Argentina, and Chile, and all other countries on this hemisphere, will feel exactly the same relationship towards one another—and towards the United States—that the United States is supposed to feel towards the Latin-American countries—a worthy interpretation of the Monroe Doctrine. In other words, I want to see the Monroe Doctrine declared the Pan-American Doctrine; that the men of any country in the Americas will come to the support of any other if it is assaulted or unjustly threatened by any of the powers of the Old World. That is the kind of Pan-Americanism we must have—and, by heavens, it was almost true in the late struggle. Did not the great majority of the twenty Latin-American countries take the side of their

sister American republic in the great World War? Sixteen out of the twenty? Among the other four the popular feeling was almost entirely with our country; not simply because we were the United States, but because we stood for the same fundamental principles of democracy, government, civilization and progress, that they do, and if the United States would fall they knew they would fall—as we know that if they fall we should fall.

Create out of the Monroe Doctrine the doctrine of Pan-America and Pan-Americanism; that is the ideal evolution of the Monroe Doctrine.

Do you grasp the fact that in a few days there will meet, under the influence of that great Pan-American Building, in conference the plenipotentiaries of Chile and Peru? I wonder if you grasp the tremendous significance of this thing? Talk about the differences between Mexico and the United States or other Latin-American countries—they are child's play to the differences and feelings that have existed between Chile and Peru since their great war, nearly forty years ago; and I want to say I hope and pray, and I believe, every American, from the United States and South, prays that that conference may result in an agreement which will bring about a permanent and lasting peace between those countries, and remove the greatest menace there is today to Pan-Americanism in South America. Give your prayers to God for the sake of that conference, which will soon meet in Washington.

Finally, I come to our beloved sister republic on the south, and I want to say to you, very earnestly, just a word or two, and then I am done. I have the honor of a personal acquaintance with President Obregon, and I regard him as one of the clearest-headed and most patriotic statesmen Mexico has had in many long years. I believe that he is just as desirous of doing the right thing as any man in the United States. Correspondingly, I have known Secretary Hughes almost intimately ever since he came into prominence. Mind you, I speak of him, and not of President Harding, because I can safely tell you this, with all due respect to President Harding, the whole settlement of this question is in the hands of Secretary Hughes. You perhaps are aware of that fact. Not that President Harding is not fully capable of attending to it, but because he recog-

nizes the master statesmanship of Secretary Hughes. Now, my friends, what is the situation? I will tell it frankly, and then I will suggest what I believe to be the remedy. We all in the United States have tremendous confidence in Mr. Hughes. He made a wonderful success of the arms conference, despite all of the enormous difficulties. I followed that very closely, because I was there all the time, acting as advisor myself to one or two of the governments. We believe him to be absolutely honest, absolutely courageous, absolutely just and fair; every delegate to the arms conference said he had never met a fairer mind, a more sympathetic mind, in foreign affairs, than that of Secretary Hughes. What does this mean? No matter how much I might wish for the recognition of Mexico; no matter how much a group of senators and congressmen may wish it, no matter how much the people here or there may want it, recognition of Mexico is only going to take place when Secretary Hughes is satisfied on his side. There is no more chance of our Congress and our people endeavoring to bring about recognition, with Secretary Hughes opposed to it, than there is of overturning the Government. That is absolute frankness and absolute truth, and the most earnest, the most loyal, and the most vigorous advocates of the recognition of Mexico, who want it at once, admit that fact as true—I am one of them, and Mexico has no better friend than I. On the other hand, what do we have? We have a corresponding position, I believe, for President Obregon. I speak of him rather than the Minister of Foreign Affairs, because the American people know President Obregon, while they do not particularly know his Minister of Foreign Affairs, though he is a very able man. They look—the American people—upon General Obregon as the leader, just as we look upon Mr. Hughes as our leader in foreign affairs. Now, then, I believe the Mexican people have absolute faith in the wisdom, the courage, the fairness and the loyalty of President Obregon, and that there is not the slightest possibility of Mexico agreeing to a plan of recognition of which he does not approve. I believe that they will in turn stand by him as the American people will stand by Mr. Hughes in this question of recognition. Now, I say, given these two conditions, if the plenipotentiaries, including Mr. Hughes, of nine of the great powers, with vast differences in religion and race, and great differences in political matters, if

these plenipotentiaries can get together in Washington and settle what is perhaps the biggest question the world has known; and if the plenipotentiaries now of thirty or forty powers can get together in Genoa, with great and vast differences between them, and endeavor to settle their problems, why cannot the representatives of the Mexican and United States governments get together, either in person—President Obregon and Secretary Hughes—say upon the border, say at El Paso, or Laredo, or Los Angeles, or San Diego, or Washington; or, if not they themselves directly, through their plenipotentiary, and there initiate a program upon which they have agreed, between these two great peoples? If they will, we shall have the beginning of a new era of Pan-Americanism. I am not going to enlarge upon that, as I would love to; but I want to say this final word: My friends, this is an historic occasion. Let us not treat it lightly; let us feel that each one of us is a unit in the cause of Pan-Americanism. Let us try to interpret Pan-Americanism in the right way, and then let us carry our knowledge to other men and to other women; let us try to look at Mexico from the Mexican point of view and let us ask them to look at our questions from our side. Let us realize that the very life of every country of the Western Hemisphere depends upon Pan-Americanism, depends upon the solidarity of the Western Hemisphere. For unless we realize this, unless we realize the need of a common purpose and a unity in the Western Hemisphere, we can visualize the possibility of a great flood of Asiatic people oversweeping our shores, and making us vassals, instead of leaders under God's direction.

Yes, my friends, under the inspiration of this occasion, with a profound love for our sister republics and their peoples—and, we hope, theirs for us—let us go out of these rooms and from this conference consecrating our lives and our efforts of the future to that ideal Pan-Americanism, that will cause God Himself to say, "Well done. Blessings upon you."

#### DOCTOR VON KLEINSMID

It was the plan of the University of Southern California, modestly but sincerely, to ask the delegates of the various Spanish-American countries to come and spend with us, happily and



interestedly, a few days, with no thought of anything which might approach a formal organization of this conference. It seems, however, that it is in the minds of many of the delegates that the conference should end in some sort of expression, usually found in sets of resolutions. It will be necessary then, not to organize the machinery of a conference through a chairman, secretaries, etc., but at least at this time to have a Committee on Resolutions appointed. Any delegate of the conference is authorized and empowered to make a motion to this effect, and to state how the Committee on Resolutions shall be named.

(It was thereupon moved, seconded and carried that a Committee on Resolutions, to consist of five members, representing as many different countries, should be created; that Doctor von KleinSmid should act as chairman of the said Committee on Resolutions, and should appoint the other four members thereof.)



*April Twenty-eighth*

MORNING SESSION

INAUGURATION



## INVOCATION

by

BISHOP WILLIAM BERTRAND STEVENS,

PH.D., LL.D.

*Episcopal Diocese of Los Angeles*

Let us pray. Oh, Almighty God, fountain of all wisdom, the true light that lighted freedom, come Thou into the world to guide and inspire us, Thy children, gathered here in Thy Name and Presence; send down upon us Thy holy spirit, and prepare us in heart and mind for the duties and privileges of this hour. Bless Thy university that has brought us together in this fellowship of religion and learning, and grant that all may both perceive and know what things they ought to do, and may have power faithfully to fulfill the same. Bless Thy servant, Rufus Bernhard von KleinSmid, called to its presidency, and grant that his administration and government may ever be to Thy glory and honor, and to the advancement of Thy Kingdom. Regard with Thy favor and visit with Thy blessings all institutions of sound learning here represented. Secure to them the means of their usefulness. Give to their teachers a sense of meaning and a consciousness of the worthwhileness of their task. And to all students give such high purpose and missions that they may run their course with fidelity and honor.

And to these our petitions we add our unfeigned thanks for all Thy goodness and loving kindness, for the goodness and generosity of benefactors, teachers and earnest students. Grant that they and we may be joined together in one communion and fellowship in the mystical body of Christ Our Lord, Who taught us to pray:

"Our Father, Who art in heaven, hallowed be Thy Name. Thy kingdom come, Thy will be done, on earth as it is in heaven. Give us this day our daily bread, and forgive us our trespasses, as we forgive those who trespass against us; and lead us not into temptation, but deliver us from evil. For Thine is the kingdom, the power and the glory, forever and ever. Amen."

## GEORGE FINLEY BOVARD, D.D., LL.D.

*President Emeritus, University of Southern California*

## Presiding

It is very fitting that I, the President Emeritus, should make a few preliminary remarks at this epochal event in the history of the University of Southern California. Some of my friends seem to think that words of condolence are due me, and that such words would meet a response in my innermost nature. Far be it from me to entertain such a thought for a moment. This wonderful display of flowers does not indicate a funeral, but it does add to the beauty and pleasure of this joyful hour. I am very happy to have the honor of presiding at this, the crowning session of the inaugural program.

Nineteen years ago this very month I was elected to the Presidency of this institution. There were then fifty-nine students of college rank, and two hundred and fifty in the academy. The University has grown. The enrollment of students now is in excess of six thousand. Our teaching staff now outnumber the entire student body in the year nineteen hundred and three.

We rejoice that the new President, so well equipped for his work, comes to us under such favorable conditions. There is not a discordant note anywhere. The students, the faculty, the alumni, the Trustees and the friends of the University constitute a von KleinSmid Boosters' Club, and the retiring President is the biggest booster of them all.

About one year ago I had a severe break in my health. It was the second or third *warning*. I am grateful that I had the good judgment and the courage to advise the Trustees to get my successor at the earliest date possible. I congratulate the University and its friends on the success of the Trustees in securing a man so eminently qualified for the great task.

And now it is my privilege to introduce to you the President of the Board of Trustees, I was about say "who will deliver the *charge*" to the incoming President, but to deliver a *charge* to a University President would be as futile as the word "obey" in the marriage ceremony. In these days we select a *man*

whom we believe to be the embodiment of our educational ideals, and then in the classical language of the campus, we say, "*Here is your job. Go to it.*"

The speaker will, however, for the enlightenment of this great audience, speak to us on "*University Ideals.*"

Ladies and gentlemen, I have the honor to present Bishop Adna Wright Leonard of the Methodist Episcopal Church, and President of the Board of Trustees of the University of Southern California.

#### PRESENTATION OF THE PRESIDENT-ELECT

#### BISHOP ADNA WRIGHT LEONARD, D.D., LL.D.

*President of the Board of Trustees*

I feel the importance of the moment, and the tremendous significance of the hour.

Those who have been in the very forefront of modern education have been compelled, during recent years, to make a revaluation of modern education. One of the greatest educational authorities of England has declared that with regard to the system of education both in Europe and the United States of America, there is a very noticeable defect, namely, it is in danger of becoming "hyper-intellectual." The same authority is also of the opinion that we have very generally subtracted from our system of education those inspirational qualities which mean so much in the training of youth.

John Wesley, the founder of the Methodist Episcopal Church, was one of the very best representatives of Christian education and of culture. Himself a university man, understanding the student mind and marvelously familiar with human nature, was a Christian scholar of very marked attainments. The Church that bears his name has always stood for the open Bible, the open church, and the open school, and wherever his followers have gone they have endeavored to give to the world the benefit of those priceless privileges.

In America, it is significant that the churches that have been most influential in the development of American life and

thought have been those that have placed great emphasis upon the importance of a college education. In this regard, the Methodist Episcopal Church has stood in the very forefront of the churches of America, and has never apologized for the emphasis she has placed upon the importance of modern Christian education. In all her history, the Methodist Episcopal Church has stood broadly sympathetic with the great on-going movements of modern Christian education that are potential factors in the re-making of the world.

I make this statement deliberately, for I would have you know that the Church I have the honor of representing on this auspicious occasion, is not narrow in her attitude toward modern education. Wherever Truth is to be found let Truth come to the fore. The purpose of this institution is to encourage and not to impede the progress of genuine scholarship. We insist that the teachers in this school of learning shall be men and women of Christian character as well as of scholarly attainments, but we make this statement in no narrow or sectarian sense. The University of Southern California is owned and controlled by the Southern California Conference of the Methodist Episcopal Church. Her Board of Trustees are elected by that body, a majority of whom must at all times be members of the Methodist Episcopal Church. Upon that Board, however, are trustees who are members of churches of other denominations and who have the interests of Christian education as represented by this university on their hearts. Therefore, while this university is under denominational ownership and control, it opens wide her doors and halls of learning to all who seek a college education, whatever be their creed, race or color.

As I stand here this morning, I repeat to you, I feel the solemnity of this moment. The war has brought with it certain reversals. The aftermath of the war has presented to us world problems that are sufficient to make the lightest heart sad, and the stoutest to quake with fear. I ask of you, is there any other solution to the problem that confronts us, is there any other way out, than that earnest students seeking the truth, the truth as it relates to God, the truth as it relates to the individual in his relation to God, the truth in relation to the State, the truth in relation to society, the truth in relation to the



brotherhood of nations, may face these questions with courage and in the spirit of the Son of man? Through modern Christian education, the lines that have divided the nations, and races, may be not only dimmed but eliminated in the great thought that there is yet to be the brotherhood of the nations of the world.

This school of learning has had a very noble record. The founders of this institution laid the foundation on broad and worthy principles. Those who have served as presidents have, each one of them, made a real contribution to Christian education. Listen to their names:

Marion McConnell Bovard, brother of the retiring president, from 1880, the year the institution was founded, to 1891; 11 years.

Joseph P. Widney, from 1892 to 1895; 3 years.

George W. White, from 1895 to 1899; 4 years.

Then there followed a brief period when there was no president, the affairs of the university being under the direction of the Committee on Administration.

In the year 1903, George Finley Bovard was elected president. He served until 1921, giving to the university eighteen years of sacrificial, statesmanlike service. During this time the school came to its highest degree of development.

It is the earnest prayer and desire of the Board of Trustees that he who has been chosen to succeed George Finley Bovard in the presidency of this university may be given strength and vigor of mind and body adequate for the great and far-reaching responsibilities which he must now assume. Under his leadership we confidently expect to see this time-honored institution attain a growth and development unequalled by anything in the past.

I am very glad I am not requested to give a charge. I have had to do that on certain occasions, and it is not a task to be coveted unless the old English meaning of the word is borne in mind.

Therefore, before introducing the president-elect, a few things may be mentioned on behalf of the Board of Trustees, in appreciation of this university and the ideals for which it stands.

In the first place, the University of Southern California has been fortunate throughout the years in having faculties that have commanded the admiration and respect of the leading educators of this and of other countries. While we place the highest value upon scholarship, we emphasize no less strongly the importance of character. We believe the teacher should be not only an intellectual ideal, but also a moral ideal to his students, and we desire no other kind of teacher on the faculties of this institution.

Our alumni have achieved fame and they have gone out into all the ways and walks of life, carrying with them the message and the meaning of modern education. They grace every profession and calling of life, and are making a real contribution to the welfare of the world.

We are to be congratulated upon the character and quality of our student body—the largest in the history of the institution. To every one who is honestly seeking after truth in the realm of modern education and who is capable of meeting the requirements for admission as a student, we open wide the doors and bid him welcome. But we are also insistent that there shall be observed and cultivated those things that make for real culture without which life itself would be a failure.

We have a right to expect that students of this university shall so conduct themselves, while students here, as to bring credit to the name of their alma mater.

This being an institution of the Christian Church, very naturally, the Christian religion will be given the central place. There are traditions and sentiments which will be safeguarded and we do not expect that either member of a faculty or student in any of our schools shall ruthlessly violate or tear down the faith of any student, unless in tearing down that faith he can be given something better than he now possesses.

This university has sent to the far nations of the world missionaries of the Cross of Christ. Student volunteers are here in large numbers. I was interested yesterday in the ad-

dress that was given before the Latin-American Congress by the distinguished gentleman from Chile. He warmed our hearts as we listened to his eloquent words. The originality of the address and the very remarkable statements it contained commanded our profound admiration. But I would have to take exception at just one point, and that was when the declaration was made, I think unwittingly, that all of those who have gone as representatives of Protestant Mission work into Latin countries have been failure. Graduates of this university have rendered distinguished service as missionaries to Latin-speaking people throughout the world. I do not refer to this with any unkind criticism of the scholarly gentleman who himself said to me he regretted he did not have more time in order that he might mention the exceptions.

This institution will continue to send out her best sons and daughters to those nations that stand so greatly in need of the dynamic gospel of the Son of God.

During the great war more than two thousand students enrolled in this university answered their country's call to service. We are proud of the record they made and of the part they had in the great conflict. There was never any question as to the loyalty of this institution. We want neither teacher nor student who is not loyal to the flag and to the American Constitution.

Finally, this university stands for those cultural values which are so essential in all genuine scholarship. We do not wish to send forth from these halls of learning men and women who are intellectual snobs, but rather those of whom it may be said, "He is a cultured man, she is a cultured woman—a graduate of the University of Southern California."

The trustees have been fortunate in securing as the president of this institution one who is familiar with the problems of modern education, a scholar of wide reputation, an administrator of large experience, a man of broad sympathies and Christian faith.

Ladies and gentlemen, as the president of the Board of Trustees, and on their behalf, I have the honor of presenting to you, Rufus Bernhard von KleinSmid, President of the University of Southern California.

A. M., APRIL 28

ADDRESS

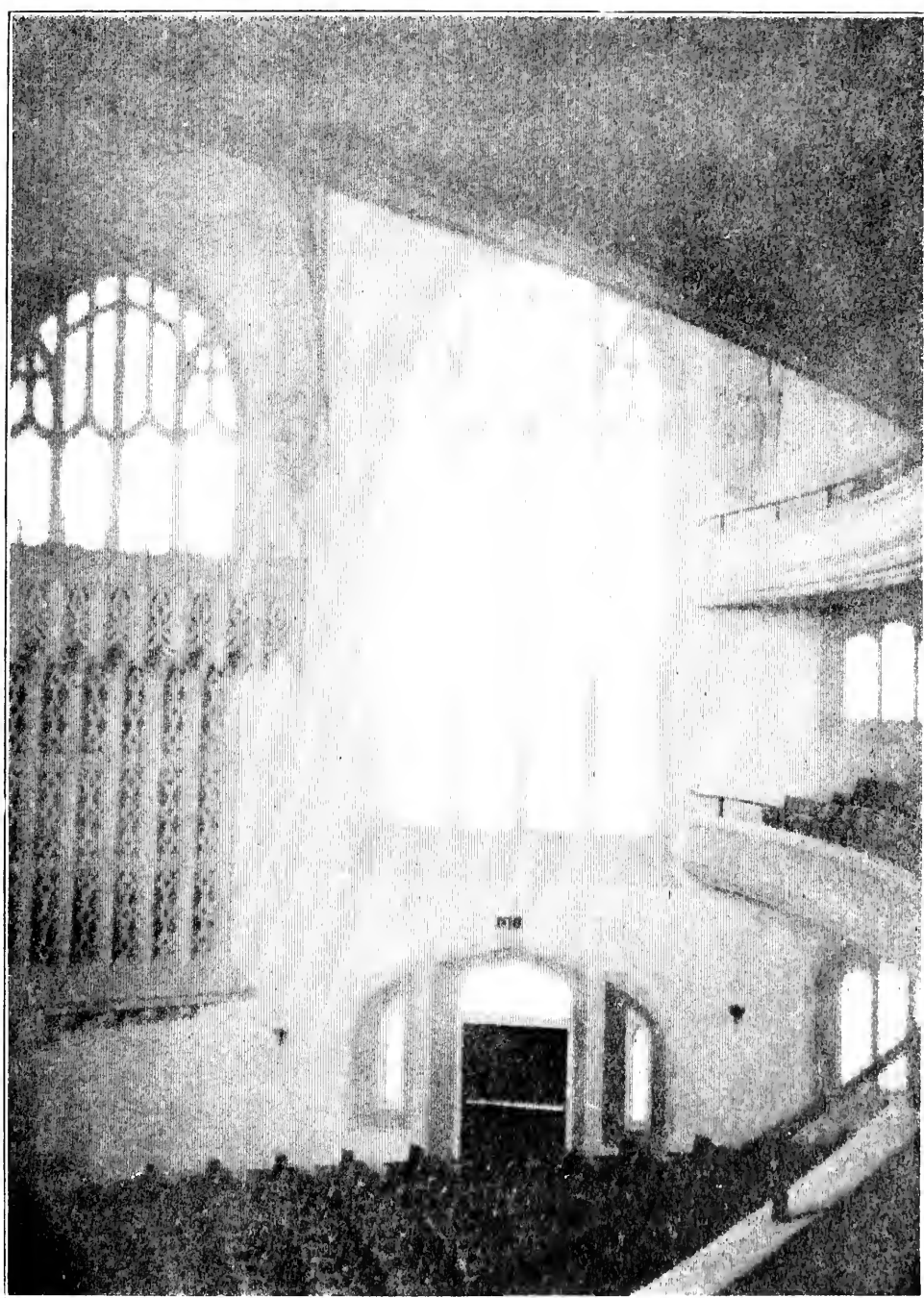
*by*PRESIDENT RUFUS BERNHARD VON KLEINSMID,  
Sc.D., J.D., D.M.C.P.

This is an hour of humility and gratitude: humility in the presence of so great responsibility, and gratitude in the presence of this universal manifestation of kindness and brotherliness, that there have come from long distances the representatives of nations and institutions whom we love, and over many weary miles those who bring the greetings of our American institutions, personal friends from far and near, and this splendid body of university folks at home—all makes me very grateful.

In humility the college president of today, were there any tendency otherwise, must soon learn not to be outdone by the humblest attache of the institution over which he presides. He comes not only into a world of educational contacts, but into a world of men and women of broader affairs. The ex-President of the United States, Mr. Taft, on the occasion of presenting the newly-installed president of Yale, said: "We do not spell his name with a single 'l,' therefore, I take it, he is not closely related either to Gabriel or Michael, but belongs entirely to a different family of angels."

The college president of today finds his highest ambition realized in the opportunity to be, not an angel, though ever is he in search of good angels who make his work possible, but an evangel who speaks the word of truth as he sees the truth, to all the world through which he is privileged to spread his influence. This is the day for the consideration of world aspects of education, and in that consideration I find my theme.

This is a great day for education, great in its possibilities, with demands that will not be refused and opportunities that must not be denied. Perhaps it required a great world struggle for the preservation of the most worthy achievements of human experience to awaken mankind to the consciousness of the contribution made by organized means of education to human welfare. We must remember that the greatest piece of





tional legislation during the century was "enacted amid the throes of the Civil War." But whether or not such misfortune was required, it is very certain that the late war has ushered in a revival of learning, the like of which has never been seen. The emphasis in this later day, however, is laid upon human efficiency and service, rather than upon human acquirements, not with the idea of excluding the old and the valuable, but looking toward a coalescence of the most worthy of the old and the most worthy of the new.

The number and complexity of the problems arising out of present conditions are such as to confound the mighty and baffle the thought of men of lesser culture. While elementary and secondary schools are not free from profound trials, the burden of analysis and interpretation, the responsibility for solution and progress, must rest with institutions for superior education. Within these institutions not only have old problems presented new characters, but new ones are requiring organization and administration of vastly different sort than heretofore employed.

Time was when colleges and universities were wont to measure their progress by the annual increase in the number of students enrolled, but now, by means, both wise and unwise, by changed scholastic requirements for admission, by increase in the cost of tuition, or by frank and unemotional denial of entrance, thousands of applicants are turned away from campus gates, either to await their turn at some later day or to swallow up their ambition for a college education in the great swirl of commercial and industrial life. The college publicity agent, president, dean, professor or student, with his stock of "come on" books, as George Ade calls them, is all but unseen and unheard of nowadays among the high schools of the land, the occasional exception being the case of one with ambitions and covetous eye in search of lads of athletic promise. Colleges whose enrollment normally was a few hundred now number thousands; therefore they are not clamoring for more students with whom to divide the services of an already overburdened faculty and too limited equipment. The increase of students under present circumstances means not only more of the same kind of service, but that new and varied demands must be met, better equipment and different, and in increased quantities must

be supplied, all of which argues new and larger buildings, and for new purposes.

Time was, and not far distant, when faculty and administrators largely concerned themselves with minor adjustments within the curriculum, with pedagogical problems of method and device, with thoughts of graduate study and research, of student welfare and organization, of police, of program, or of publicity, the weight that wearied in those days was the responsibility of grading and recommendation for graduation. Not that these considerations do not still exist, in some measure, but they have, to say the least, become secondary in the presence of the great outstanding matters confronting the institutions in our changed and changing conception of human relationships.

The fact that educational institutions met the demands made upon them under the unusual conditions of the last eight years in a large and gratifying way gives rise to a lively hope but not an assurance that they will stand the test of the years to come. American colleges and universities are today fighting a battle for their lives. The first struggle must determine whether they will continue to live at all, the second whether, though continuing to exist, it will be possible for them to preserve for coming generations the worth-while heritage of the past and at the same time measure up to the needs of the new day. That they shall lose in this battle for self-preservation is absolutely unthinkable.

As Mr. Hoover is quoted as saying, "the best college is indispensable; our intellectual progress is dependent upon it," and the more necessary has it become now that more is expected of it than ever. Colleges and universities in origin grew out of human needs,—people were sick in body, and trained searchers for truth able to diagnose and prescribe were the natural consequence. Men were confused in mind and philosophers evolved logical processes through which they were taught to think soberly and truly; men sought explanation of environment and strong leaders amidst a maze of manifestations sought for the facts behind the forms. Limitations had cramped and narrowed the lives of men, and venturesome heroes crossed boundary lines and braved the seas and added unmeasured treasure to human knowledge. The outcome of it all was institutions to conserve, to inspire and to encourage.



The people are still sick and need physicians; men continue to think confusedly and must be taught to distinguish premise and recognize sound conclusion. Environment still grows more and more complex as knowledge is added to knowledge, while the truth on the earth and the sea and the air lure us on to new discovery.

Millions still chafe under harrowing and harassing limitations and call for leadership which will push back the horizon and reveal new worlds. The university is still a *Sine que non* to conserve, to inspire and to encourage. But grant all of this, the new day conditions hinted at require a foundation of resources heretofore unknown. Actually and comparatively, not only are the demands of the day made by more people but more demands are being made. Is it a realization of this fact that has led to the appropriation, on the part of state and national legislators in session for the last few years, being a realization of this fact, I say, that has led to appropriations being doubled, trebled, and even quadrupled. The people of Michigan, of Wisconsin, of Washington, of New York, of Texas, of California and of Arizona seem to have caught the spirit and to have loyally supported their representatives in a greatly enlarged program of the present day. The great educational foundations among us have not been slow to encourage institutions on private endowment with conditional contributions of millions, while the attention of men and women of large means is centered upon the service of the college as evidenced by numerous generous gifts and legacies. Alumni and students have caught the gleam and feel a new power for preserving the life of their Alma Mater stirring within them. But more is yet required. The horn of plenty has not yielded plentifully enough if the task is to be well done, while its benefactions have not as yet been turned at all into the lap of scores of worthy institutions still struggling for existence. While it is true that the world has been called upon to give as it has never given before, so in its very response it has learned to give beyond its former knowledge and experience. Emotionalism and sentiment, however, are no longer the only incentive for giving, nor yet the chief one. Institutions of learning receiving the support of generous donors must show their need to exist, reveal their insight to serve and prove their complete dedication. On this basis of testing in the next few years

many of our institutions will be closed entirely, while still others not now existing will be founded to carry on.

As evidence of the new seriousness in the matter of gifts to educational institutions are the many recent college campaigns of an outcome so discouraging as to make the success on the part of other institutions stand out the more conspicuously. In the matter of organization and canvass a hesitancy on the part of men of means to contribute, as well as the money stringency of the times, makes accustomed means and avenues of approach seem many times of little avail. Drives are these days in bad odor, and the methods ordinarily employed in the day of drives no longer meet with general approval.

Does this mean, then, that the university of the future is to be a publicly supported one, and that with the exception of the few on large foundations, those dependent upon private contributions for support will all but disappear? The answer, I take it, grows out of two facts at least; in the first place it will be a long time before the public will consent, in the presence of already existing institutions, to a taxation sufficient in return to furnish institutions adequate in equipment to meet the rapidly growing needs. In the second place, within privately supported institutions of learning themselves are elements of strength and productiveness never, up to the present time, thoroughly tested. Among these are the strength and spirit of the student body which awaits only leadership and direction to serve their college in multiplying friends and gaining support; the loyalty and gratitude of the alumni who may be encouraged to labor to the point of sacrifice that their Alma Mater may continue in her noble service; the faith and concern of the Board of Trustees, many of whom have attained conspicuous success themselves in the affairs of the world, possess those contacts which may win for their institution the approval and assistance of those who are able to help; the observing public who know the value of an institution to the community in which she operates and trust her to furnish the directing force in civic, economic, social and religious life, not only of the town or city, but the state and nation as well. Should these forces not function, the doom of the privately endowed institution is sealed. To my mind the next quarter of a century will tell the story.

Perhaps another logical means of providing for a continuance of colleges and universities on private endowments would be that of state and national subsidy. Such an arrangement is not unknown or untried, but has operated in certain instances with marked success. At this time a large number of colleges are open to returned soldiers completing their education at government expense, through an arrangement by which the Federal Government approves the course of instruction of the individual students, but in no sense controls the departments of the institution. Further than this the Federal Government may not go, and further than this she should not seek to go. Trainees under this plan are completely absorbed within the student body, while the charge for advantages are met by the Federal Government and paid directly into the treasury of the college. Few, if any, institutions of learning are self-sustaining, which means that the cost of organized education is greater than the income, which again indicates that the investment made in each student is more than that student returns to the college in fees. If this were not the case large numbers of promising and worthy American youths would be deprived of the advantages of college training. If, then, it is essential for the preservation of the nation that trained leaders in large numbers be supplied to direct the activities of thousands of citizens as well or less generously trained, is it not reasonable to hold the government justified in contributing to the upkeep of any institution which it employs upon the cost basis, at least, and that students received into such institutions upon government assistance be allowed to matriculate only after they have been favorably passed upon by governmental agencies as entitled to government aid? Whatever be the basis of the arrangement between the individual students and the Federal Government, whether assistance be a gift or a loan, the institution rendering the service must be assured of income sufficient to enable it to do its work with due respect to fundamental business principles and commercial integrity. The day is past when the educational institution can carry on its work on the basis of vague promises and hope deferred. Not only does the heart grow sick but the work grows weak, even as the courage of the teaching staff wanes and dies away.

Did I say respect for fundamental business principles and commercial integrity? Let me add, educational wisdom as

well. The uncalled for expenditure of large sums that might be drawn upon to deepen and strengthen the work of fundamental departments is in these days too often scattered broadcast in order that departmental offerings may grow long and institution catalogs may grow fat. The modern so-called enriched curriculum seems to presuppose that all study on the part of the student is to cease with graduation, and that even a college graduate cannot learn anything for himself without the guidance of an instructor within a college classroom. Within the institution itself, universally departments are organized without sufficient care and analysis of departments already existing, the consequent likelihood of duplicating courses and proceeding with a lack of coordination, stultifying to thought rather than encouraging to mental activity. In like manner, college after college is chartered with too little reason, in view of the fact others already exist in sufficient number in the same territory with adequate provision for the maximum service to be rendered to that region. The next step in many institutions, I take it, if they would hold public favor and the respect of educational specialists, is consolidation among departments and reciprocity among institutions. To this point, Dr. Charles B. Lipman, in one of the most constructive criticisms on the financial support of our universities that has come to hand in recent years, speaks conspicuously to the point: "It is my first proposal that a real cooperation be instituted among our universities and colleges such as they have never had and which shall have for its object the furtherance of American higher education regarded in the large; and that this cooperation be made to result, among other things, in the consolidation of similar departments or of similar schools in different universities in such manner as shall conduce most fitly to effective and economical education. I do not wish to make any invidious distinctions, and the examples which I have chosen to illustrate the point are chosen at random. I would ask why, in all conscience, the country should be asked to support so many mining schools, each with only a few students, who are educated at very large expense? Why can't we have only eight or ten or fewer first-class mining schools in the country, each having all necessary facilities and a strong faculty and supported by resources now at the disposal of perhaps twenty or thirty such schools? These schools can be properly distributed geographically, and the

universities giving up mining departments will not be hurt by the renunciation since they may thus have more resources for the remaining departments, which may be reinforced thereby into strong agencies receiving respect everywhere. This will tend not only to make every university particularly noted for the excellence of its teaching in five or six fields, but in its general teaching it may become immeasurably more effective. \* \* \* But the undesirable situation is not confined merely to schools and colleges in our universities. The smaller administrative units are in many cases subject to the treatment suggested for colleges and schools. Such departments as those of Sanskrit, Oriental languages, Semitics and Slavic languages, might well be limited to two or three institutions in the country where the scholarship in these fields could be concentrated and maintained at a high plane. This would mean an appreciable saving to a number of our institutions and would at the same time insure appropriate support for those departments where they do maintain. Students in any state showing aptitude in those languages could be sent by the state from the state university to the proper institutions at smaller cost by far than that involved in the maintenance of many separate departments in all the principal universities. The theological seminaries would likewise be the gainers through such an arrangement as this."

It is far from any thought of mine to indicate that the conditions out of which the demands for future expansion of educational service are anything but desirable. While it is true that many of the traditional values held sacred to the teaching profession in the days gone by seem to be losing ground, and losing ground rapidly, in the estimation both of the teaching profession and of the public in general, the dawning consciousness of new and wider human relationships than were ever recognized to obtain heretofore calls for a careful evaluation, all too tardily encouraged and undertaken. Education is a necessity and, if a necessity, a paramount duty of organized society. To a greater or less extent all nations of the world have recognized this truth, in some cases proceeding to organize and conduct the means of education directly through governmental agency, in others, content to surrender the responsibility to priestcraft or teaching order. One social institution after another seeking to direct educational effort from peculiar motive or for definite purpose has undertaken to or-

ganize its own schools and support its own endeavors. In our own time, however, no one questions the duty and obligation of community, municipality, state or nation to provide, not only the means, but the legislation by which the means of education shall be available to all; and, in hand with study, providing for university education, has gone and must continue to go, the making more or less sure of compulsory education by law. This has grown out of the recognition of the fact that the very life of our people depends upon the training and intelligence of our citizens. In the United States education has always been recognized as a function of the state and its various subdivisions, funds having been supplied by district, town, or city, county or state. More recently, in order that educational advantages might be more evenly divided among the people of the commonwealth in secondary education, as well as in elementary schooling, some states, and among them California, have undertaken through legislation to contribute a substantial per capita amount for students entering high school. This is in recognition of the fact that, after all, it is the large unit of the state whose fortunes are to be shaped by the product of our schools, and that too great variance in educational opportunity renders part of the citizenship at a disadvantage amounting to unfairness.

It is interesting to note that any authority of the national government, wherever she may concern herself with popular education, finds its origin in the "general welfare" clause of the Constitution; but even from the beginning of things, while the Constitutional Convention of 1787 "gave slight attention to the subject of education," there were some stirrings in the treetops which indicated a consciousness of national responsibility. The jealousy, however, on the part of statesmen to protect state's rights, and the anxiety of the Federal Government not to appear to wish to take unto herself the responsibilities of the various states, brought us to the middle of the Nineteenth Century without any definite activity on the part of the Federal Government that educational assistance might be rendered a citizen of the nation through federal contributions. Previous to this, however, many acts of the Federal Government indicated appreciation of the necessity of conservation of learning and the recognition of the need of statistical study and research. In the year 1790 were enacted the first national laws relating

to the census and to the proper protection of patents,—the latter law based on the power of Congress “to promote the progress of science and useful arts.” Then followed from time to time the patent office organization, the Coast and Geodetic Survey, the Naval Observatory, and the Smithsonian Institution, the last of which was organized by Congress for the increase and diffusion of knowledge among men. Previous to 1860 also in the admission of certain states certain land grants had been authorized for the support of education, and from 1802, with the admission of Ohio into the Union, until the time of the admission of Arizona, the latest incomer into the sisterhood of states, each took advantage of the authority of Congress to set aside definite areas of the public domain for the support of public schools and institutions of higher learning. As though these acts on the part of the Federal Government did not sufficiently commit her in the recognition of the value of popular education in a democracy, the first Morrill Act of 1862 following the establishment of the Department of Agriculture, granted 30,000 acres of public land for every senator and representative of the various states of the Union, such lands to be sold at the option of the states, “the revenue to be devoted to the establishment or expansion of colleges in all the states which accepted the terms of the Act.” While certain restrictions were placed upon these colleges to assure their giving attention to training in agriculture and the mechanical arts, these did not prove at all burdensome, nor did the interpretation of the Act seem to limit the educational activities of the institutions benefited.

The moneys derived from the Morrill Act were twice augmented, in what are known as the Hatch and Adams Acts, which definitely increased the monetary appropriation of the Morrill Act, making possible an expansion in educational organization in keeping with the development of the years. In 1867 came the establishment of the Bureau of Education, which found its home, for lack of better quarters, in the Department of the Interior; at first little more than a statistical office, scarcely ever reaching beyond the function of informing, influencing, and encouraging. It has always been, nevertheless, an interpretation of the belief that the National Government is, itself, to a degree responsible for education within the nation.

With the passage of the Smith-Lever Act in 1914 a new type of educational cooperation with the states came into being. By its provisions large sums of money are offered as a continuing appropriation to those states that will match such sums, dollar for dollar, and agree to carry on educational extension work in keeping with general plans laid down by the Department of Agriculture.

Quite along the same line, and employing the same principle of procedure, was the Smith-Lever Act for Vocational Education. All of this educational activity on the part of the Federal Government merely goes to show a growing feeling, even if all possible attending reasons and implications may be stripped away, that the Federal Government recognizes education after all to be a national function and a national necessity.

In spite of the growing sentiment to the effect that, if not already reached, the limits of Federal control in education may soon be attained, for the good of the state it must be admitted that it is rightly the concern of the Federal Government that the future citizens of our Republic receive more than the merest rudiments of training. If, as Dr. Capen maintains, "We need from the Federal Government only three things: unification of the government's own educational enterprise, the study on a large scale of the educational problems of the country, and leadership," it must be remembered that we do need at least these three things.

This discussion is, however, more with the fact of Federal relationship than with the extent and methods, and this leads to a consideration of the next step: The governmental policy of "no entangling alliances" so well proved sound policy in the days of its utterance and for years thereafter has had to give way, as far-seeing statesmen have long believed it would have to give way, to the policy of international cooperation. The place of leadership now generally and unquestionably accorded to the United States of America among the nations of the world is not and cannot be that of detached relationship, if indeed the very expression does not state the paradox. Baptized in agony, baptized in blood and sacrifice, a new world looks out upon a new day, where every nation acknowledges not only an acquaintanceship with sister nations, but an interest in, if not at least a partial responsibility for, their welfare. Leadership in such companionship of nations assuredly does not



mean control, but it does mean the exercise of influence and that encouragement through lawful means which expresses good will to all and the desire for prosperity to all. May I say that the responsibility of a Christian nation in this regard is a heavier one than that which might be acknowledged by nations of other faith? The missionary zeal and enterprise which found its origin in that doctrine of responsibility for the weaker and less richly blest will be found in the end to have been written deep in the very nature of truth itself. We are our brother's keeper; but from quite purely selfish reasons, on the other hand, it may be argued that there is no major concern of the nations of the world that is not at once the interest of our own nation and all other nations. It remains to be seen how far this concern and responsibility on the part of the United States may healthfully and helpfully contact with the civic, economic and social life of other nations, in every case, respecting their rights, their wishes, and mindful of our own limitations.

Educationally, in the past, with or without any measure of definite purpose, nations of progressive ideals, of universal education, of sound educational doctrine and progressive method, have exercised a profound influence upon our own educational policies even as our educational system has influenced that of other nations. From England there went a great teacher to France, to express a new thought in education, more or less generally accepted in Great Britain, while a French savant went to England to carry the inspiration of his methods conceived in France, and it lacked only the consent of one man, and that Comenius himself, and Harvard University would have had a Moravian president from the heart of Europe. The Herbartian movement transferred the seminar at Yena to the soil of the New World, and impressed deeply and lastingly our entire educational system. These and the score of other incidents, spasmodic and more or less detached, have heretofore marked the acts of international influence, if not conscious attempts to transfer the pedagogy of one nation to the educational system of another. The effect of the activity was that, in substance and reality. The last few years, however, settled the conviction upon us that the educational progress, and particularly the educational contact of the great nations of the world, are of vital concern to all other nations of the world's

sisterhood. We are stunned by a consideration showing the figures of our own degree of illiteracy. In light of the facts furnished by the office of the Surgeon-General of the Army and Navy early in 1918 Mr. Lane, then Secretary of the Interior, said: "What argument that could be advanced could be more persuasive that education must have the consideration of the central government and make the same kind of an offer to the state for the education of their illiterates that we make for the construction of roads, and in five years of this program there would be few, if any, who could not read or write. If once we realize that education is not solely a state matter but a national concern, the way is open."

Did I say it is a matter of concern to the United States and other great nations of the world as to the educational content of other nations? In the same way it is a vital concern to our own and other nations, what the ideals of the educational systems of other nations of the world are. But what of the illiteracy in other nations of the world: if they, through their representatives, are going to sit around the council table which in the future will help to settle the questions for the weal or woe of all humanity, we are, and of right ought to be, vitally concerned in educational progress.

Within the last twelve months a great American statesman, greater than whom has not appeared since Lincoln, called the leading nations of the world together around a common council table. Perhaps in the history of organized society the invitation, "come, let us reason together," has never meant more than it did at that time. A world torn with strife, confused in struggle and suspicious in peace, suspicious of peace, suspicious of the movement of each before the other, awaited such an invitation, convinced that the desirable thing for humanity could be vouchsafed only through common consent. With a statement of purpose startling in its frankness the position of the United States, firm in the belief of international responsibility, found clear and concise expression and, in the councils which followed, whatever the contention or ulterior motive may have been, it must be conceded there was taken a step far in advance of that which could have been attained without recognition of the truth, that the welfare of the world in peace is dependent upon concerted action among nations.

The several peace conferences at The Hague which preceded, and the Genoa Conference which has followed, are but additional evidences of that interdependence among nations for the greatest good to any upon the sympathetic cooperation of all. In like manner the world has never felt that the scientific accomplishments and scholarly achievements of any one nation was purely national in its character but a result in which the whole world should rejoice and by which the whole world should be benefited. Comes he from Latin-American republics; comes he from England, or France, or China, or Japan—the truth he speaks—for truth it be—should carry enlightenment to the whole waiting world. From time to time efforts have been made to congregate representatives of the greatest institutions of learning to bring about a clearer understanding of the endeavors of each other in the field of educational progress. Of such a sort was the Second Pan-American Scientific Congress convoked by the Government of the United States of America pursuant to a resolution of the First Pan-American Scientific Congress convened in the City of Washington on December 27, 1915, under the able leadership of one of the guests of honor of this occasion, Chief Director-General of the Pan-American Union, the Honorable John Barrett, for the purpose of bringing into close and intimate contact the leaders of scientific thought and of public opinion in the American Republics to the end that by an exchange of views results might be reached of service to the peoples of the American Continent, and by that personal intercourse foundations would be laid for friendly and harmonious cooperation in the future. In large numbers representatives of universities, institutions, associations, learned societies, and other private organizations, and especially invited scientists, scholars and publicists attended the Congress and participated in its proceedings; the avowed aims and purposes were “to increase the knowledge of things American, to disseminate and to make the culture of each American country the heritage of all American republics, to further the advancement of science by disinterested cooperation, to promote industry, inter-American trade and commerce, and to devise the ways and means of mutual helpfulness in these and in other respects.” This meeting, held in the Capitol of the United States, was not the first held at the instance of the Latin-American republics, for one had convened in 1898 at

Buenos Aires, another in 1901 at Montevideo, and still another in 1905 at Rio de Janeiro. These, however, were purely meetings of Latin-American scholars, who thought to disseminate throughout their own continent the scholarly attainments in Spanish-American thought and scientific procedure. It is significant to note that the Second Pan-American Congress was one officially called up by the Government of the United States and one to which official delegates were duly appointed by each of the governments of Spanish-American countries. International gatherings, organized for Sunday school work for the advancement of the temperance cause, for the consideration of problems peculiar to the great church denominations, for the dissemination of the principles of Rotary—all of these have laid emphasis upon the universality of certain human influences and the desirability of the nations of the world keeping step in progress toward the realization of the best things in human experiences.

As recognizing the need of that closer understanding sought to be brought about through the Pan-American Congresses, the idea of a Pan-American University has been promulgated. Even before the great war, with its emphasis upon national interdependence, the advantages of such an institution for the countries of the western hemisphere seem to have been recognized. In fact, if my memory serves me, the Institute de Panama has actually gone so far as to offer its plant as the seat of such a great international institution. In addition to this a corporation of this nature, with headquarters at Riverside, has actually been founded. It was the dream of a one-time secretary of state that certain institutions of collegiate rank in the United States of America should be designated, and if necessary subsidized to some extent as those to which students from Spanish America could prepare with great profit, organization and administration having been made in them with a definite view to meeting the needs of Latin-American registrants. It is not fair to say that no progress has been made in this matter. However, it is scarcely more than sufficient to give recognition to the principle involved. The Institute of International Education is organized to keep "the administrative authorities of our colleges and universities informed of the presence of visiting scholars, educators, and commissions, and likewise to give

to students of our institutions of higher education as full information as possible concerning educational advantages abroad."

The visitations of the Commissions from time to time, from England, from France, and from Canada, all serve to emphasize the conviction that educational progress in any nation is of international significance.

After all, would not a great international clearing house of educational accomplishment be our next step? An institution which would welcome participation in interest and support on the part of Latin-American countries, thus serving to unify the nations of the western hemisphere, but one which would go farther than that, and organize in definite form so as to give ultimate expression to the educational ideas of the civilized world, inviting into its organization and into its administration the support of all of the nations of the world. We have not even to this day, two hundred years after his birth, given definite form to the ideals of Washington, that at the nation's capital should be a great National University, supported by the Federal Government, and giving expression through its courses to the ideals of Christian culture and scientific attainment. While the undergraduate institutions of the world would still be open to a generous exchange of professorships and students to a larger extent, let us hope, than even now practiced. Such an institution, of course, of which I speak is purely graduate in its character from which the educational leaders would scatter into all parts of the world to spread the gospel of brotherhood without boundaries and truth without limitations. While such an institution would exercise its potency peculiarly through the colleges and universities, still another step, it seems to me, would be in the right direction. What has been accomplished in bringing to the attention of all the school systems of the United States, the accomplishments of any through the great national educational system could be done on even a larger scale through an international association organized on the representative plan with purpose to discuss problems of elementary and secondary education. It is, after all, the fundamental philosophy of life which determines the character of the nation. It is not merely the spread of educational advantage that will save us; the nation with the lowest percentage of illiterary in all the world is not the safest nation, the one to be most universally honored and most implicitly trusted. It is the one with

the largest percentage of educated men and women of high ideals and worthy character. It is the character of educational means and matter that shapes the destiny of a nation. The first business, after all, of any educational institution is to develop the right kind of character. A recent inaugural address holds up three motives as essential in the education of youth: A passion for thoroughness in whatever task he undertakes; a passion to discriminate right from wrong; and a passion for unselfish service. If a realization of these objectives makes for successful living in the individual it is as decidedly true that they are necessary to success in the citizen of a nation. And while superior education prepares our leaders, elementary and secondary education prepared the minds and hearts of those to be led. What of good might we not expect to come out of a world congress on education under the auspices of a continuing membership, who by the very fact of their connection with such an organization, are made to think through wider circles than would otherwise be the case?

I have said that the first business of any educational institution is to develop the right kind of character. How long will it take us to realize that the greatest resource of any nation is the developing youth of that nation? In the confusion and disorder of our wild enthusiasm of the age, over machinery, over cubism, over jazz and over radio, are we not overlooking the real values of the human soul? Do I do violence to Babson when I understand him to say that more of the prosperity of this nation is due to the family prayers which were once daily held in the homes of our fathers than to activity on the "change" or than to our foreign commercial contacts? It is with the spiritual resources of the nation that our educational institutions must concern themselves. It is still true, as it always will be, that if we first seek the Kingdom of God and His Righteousness all these other things will be added unto us. Sir Auckland Geddes, speaking from this platform, said to our wonderful and inspiring student body, "You are facing the greatest opportunity ever given to a generation."

So might these words have been said before all bodies of students in all educational institutions the world over, but that opportunity lies in the emphasis and development of spiritual values rather than in the exercise of mental and physical energy in things of the material world. May the University of South-







ern California ever stand for the greater manhood which looks toward power of soul and for the outward gaze above and beyond that makes for sympathetic cooperation of all men of all races to the end that peace on earth and universal good will may prevail.

Honorary Degrees were conferred upon :

FRANK M. PORTER

O. W. E. COOK

CORNELIUS COLE

NORMAN BRIDGE

JOHN BARRETT

JOSE GALVEZ

JOSE VASCONCELOS, BY GUMARO VILLALOBOS

GEORGE FINLEY BOVARD

BENEDICTION BY

BISHOP CHARLES EDWARD LOCKE, DD., LL.D.

*of Manila, P. I.*

“May the grace of Our Lord Jesus Christ, the love of God Our Father, and the communion of the Holy Spirit, abide with us all forever and evermore. Amen.”



*April Twenty-eighth*

AFTERNOON SESSION

PRESENTATION OF DELEGATES



## PRESIDENT VON KLEINSMID

### Presiding

The exercises this afternoon are of a most informal nature, and to give us the privilege of introducing the official delegates from foreign countries, from foreign universities, and from the institutions of the United States.

Out of a very busy program, the chief executive of the city of Los Angeles has come to us today, to give us the privilege of presenting him to you, and to listen to him as the representative of this great municipality. You are as familiar as I, many of you, with that captivating editorial which appeared in the Los Angeles Times of a recent date, to the effect that there are only three classes of people in the world, after all: one composed of those who now live in Los Angeles and the immediate vicinity, another of those who had made up their minds to some time or other come to Los Angeles and vicinity and live, and the third class those who are now on their way to Los Angeles and vicinity.

To this great concourse of people who, in their own language, are inhabitants of the fairest city of the fairest state, I introduce Mayor Cryer, of the city of Los Angeles.

CITY OF LOS ANGELES

HON. GEORGE E. CRYER

*Mayor of Los Angeles*

It is indeed a pleasure to be present upon this auspicious occasion which marks the induction into office of a new president of the University of Southern California.

Ours is indeed a great city—someone has said that it is the largest city for its size in the world. It is indeed a great city—great not only in population, but great in the extent and diversity of its manufacturing enterprises, great in natural advantages, great in every business and commercial sense; nor does our claim to greatness, our claim to distinction, rest alone upon these material things. We are proud of our splendid system of common schools, we are proud of our wonderful in-

stitutions of higher education, and it is well that it is so, for no city, no nation, can be truly great where interest in education is allowed to wane: it cannot be.

It is Napoleon Bonaparte who is credited with having said that "the future of France rested not with her arms, but with her mothers"; that "the hand that rocks the cradle rules the world." True it is that the brain which directs the education of our children marks out the lines along which the nation must progress. If our institutions of education shall continue to be broad and liberal, impartial and unprejudiced, seeking only to bring the youth of the land face to face with the great truths in nature, in science, in history and in literature, they will bring forth, to become the citizens of tomorrow, strong, broad-minded, patriotic, liberty-loving men and women; but if our educators shall become narrow and prejudiced, or feeble, if our education shall ever be confined to the few, while the children of the many are allowed to grow up in ignorance, then will jails and almshouses be filled, and the high places of the nation's patriotism will be empty indeed.

President von KleinSmid, it is indeed a pleasure and a privilege to bring you a message of greeting and of encouragement upon this occasion. The constituency which I have the honor to represent here today yields to none here represented in its admiration for you and in its respect for the University of Southern California. May you have before you many years of splendid, constructive service, and may the great institution of which you are now the honored head continue to grow in the respect and esteem of the population of the great Southwest.

#### PRESIDENT VON KLEINSMID

The type of educational control which obtains in most of the states of this great union—a force to be reckoned with when it realizes its own responsibilities and duties under the conditions of its organization—is the State Board of Education. Peculiarly in the State of California is its activity evidenced in many forms of educational organization, and in plans looking towards placing at the disposal of every child of the state the educational advantages of our schools.

Representing the State of California, we have today with us the president of the State's Board of Education. I take pleasure in presenting to you the Honorable E. P. Clarke, President of the State Board of Education, a member also of the Board of Trustees of the University of Southern California, who represents this commonwealth.

STATE OF CALIFORNIA

HON. E. P. CLARKE

*President State Board of Education*

Someone might ask this afternoon, why should the state department of education be represented on this program? That organization, they would say, deals with the public schools of the state, and has no jurisdiction over privately endowed institutions, and no direct interest in their affairs. My answer is that those who direct the public schools of the state are deeply concerned in the success and efficiency of the University of Southern California, and other institutions of higher education like it. Thousands of young men and women from the high schools of the state come to the University of Southern California for college and professional work. Moreover, this university is training a large body of teachers for the public schools, under direct authorization of the State Board of Education, and under standards which that board has established. Viewing the matter broadly, therefore, I have no hesitation in saying that the members of the State Board of Education, the state superintendent, and other educational leaders in the department, consider the University of Southern California a part of the great educational machinery of the state—an important part, too; and we rejoice in the coming to the state of a great leader in education like President von KleinSmid. We congratulate the university upon his inauguration, and we hope to work with him in the great aim and the common task of training the young men and women of California for greater usefulness, and for finer service.

State Superintendent Wood is to be a member of the faculty of the University of Southern California at the coming summer school session and we have loaned other experts for the uni-

versity summer sessions in the past. We are glad to cooperate in this manner, and we recognize in your new president a leader with whom cooperation will be easy, and its results eminently satisfactory.

One of the problems of the state, of cities, and of school districts, is to provide school facilities fast enough to keep pace with the phenomenal growth of school attendance. California today is spending \$31,000,000 on new school buildings. The school enrolment in the public schools is practically 800,000, and will soon be 1,000,000. The high school enrolment alone today is close to 200,000, the largest of any state in the union. The State University and the various public junior colleges cannot begin to take care of the young men and women who go out from our high schools every year with the desire and purpose for college training. We must, therefore, look to privately endowed colleges and universities such as the University of Southern California, to help take care of these young people; and it would be a crime, educationally, to deny them the higher education they are ambitious to enjoy.

That is why I am able to speak officially for the State, and to say that we welcome the growth and development of U. S. C., and we rejoice in additions to its facilities, and the strengthening of its faculty by the acquisition of such leaders as the man who has just become your president.

President Garfield once said that for him the ideal college was a log with Mark Hopkins sitting on one end of it and himself on the other. We would not detract from a tribute to a great educator, which Garfield paid in this epigrammatic statement; but it would nevertheless be unwise to accept the view that the traditional log on which Mark Hopkins sat is the ideal equipment for a college or university—or was even in those days. The receptive student and the inspiring teacher are two essentials for education, wherever it is undertaken, but it does not follow that we do not need generous provision for buildings, equipment, and support. California today is spending nearly \$60,000,000 annually on public education, over and above the amount spent on buildings; and, speaking on this occasion as the representative of the state, I want to say, in my judgment, that instead of apologizing for this expenditure as



an extravagance we should glory in the fact, as the finest proof of enterprise, progress and good citizenship to which the people of the State can point. Even that great sum is only a little over \$70 per child, and when we look at the matter from that standpoint, it is a question whether we ought not to spend more, rather than less.

The task we have before us in education cannot be done without men and tools, and this again applies to the University of Southern California, as well as the public school system of the state. Mr. Mayor, the finest investment Los Angeles could make today would be to provide ten million dollars for new buildings, new equipment, and increased endowment for U. S. C. The proper development of this great institution is worth more to the city than hundreds of new industries and several annual crops of tourists. That would be an investment not merely in brick and mortar, but in the future citizenship of the state and of the republic. May the opportunity be taken advantage of speedily.

Nothing is so precious to the community, the state and the nation as the lives of the young men and young women who are to be our rulers in future in this great democracy. The common goal for all who are engaged in education is the development of a better type of citizenship, the training of leaders who will be sane, unselfish, patriotic, and consecrated to service, Upon the young people who are being trained in the schools and colleges of today will rest the sacred responsibility of keeping unsullied the lustre of the stripes and the glory of the stars of the flag we love, and may we so train them that in very truth they will acquit themselves like men.

#### PRESIDENT VON KLEINSMID

On one of the most beautiful avenues of the capital city of the Republic of Chile stands a great building, which really is constituted by a group of buildings, as a monument not only to the faith of that progressive republic, but a monument in evidence of her purpose to lead her citizenship to the highest possible accomplishments in education. As representing that great university, national in its support and national in its scope and service, and representing the Republic of Chile, I have the

honor to present to you this afternoon Consul General Marcos Huidobro, Doctor of Philosophy. I wish he might know how delighted we are, and how honored we are, with the presence of these many delegates from our sister republics on the South American continent.

Doctor Huidobro.

LATIN-AMERICAN STATES  
MARCOS HUIDOBRO, Ph.D.

*Consul-General of Chile, San Francisco*

I can hardly express in words the sentiments of deep pride and joy at the honor granted to me, the least worthy of the foreign representatives gathered here, of extending the most sincere congratulations which we all bring, from near and far countries, to this splendid assembly, whose object is to present a message of congratulation and good wishes to the Honorable Rufus Bernhard von KleinSmid, the new worthy president of the University of Southern California, on the day of his inauguration to the post of honor and confidence which he has attained in his intense and brilliant intellectual career.

His remarkable personality, developed to the extreme in every single branch and activity of intellectual culture, is well known all over the world, and is highly appreciated in this country. The ceremony of today, which we are all attending with such great delight, is the most convincing proof of my assertion. In South America, where President von KleinSmid has travelled extensively, and where he and Mrs. von KleinSmid have made warm friends, very especially in Chile, his strong and powerful mentality is also admired. That is why most of the Latin-American countries have sent their representatives here today, to join the intellectual feast that certainly is a great treat of science.

It is in the name of those delegates that I have the honor of addressing you, honorable president. It is in their name that I raise my voice to wish you all the prosperity that you deserve, and wishing prosperity to your honorable self I wish it

also to the institution over which you preside, because you are, from now on, the heart, the mentality, the soul, and the life of this university.

Chile, although the country most "ecarte," perhaps, from this great center of vast culture in its different forms, has most joyfully and sincerely joined these inaugural exercises. One of the most characterized men of Chilean political life, our Ambassador in Washington, His Excellency Don Beltran Mathieu, was to be here to transmit words of congratulation and good will from the Chilean Government to the University of Southern California. Other important official duties have kept him in Washington. With personal regret he had to forego his planned trip. He requested me, in his note appointing me to take his place, to express to the honorable new president the ardent hope of the Chilean Government that this university might become one of the most prominent institutions of the scientific educational research that interests the world most.

Why do we, the Chileans, take special pleasure in bringing our warm regards to this marvelous country of yours? Very simply: because there is a wonderful parallelism between the two nations—a parallelism of political and social ideals. The archives of the history of Chile are full of documents showing that Chile is a real democratic sister to this democratic republic of yours. When we were just born to independent life, our first real President, Carrera, founded in 1813 the National Institute, the first educational institution of its kind in the new world. The decree which created it contained these words:

"It is impossible to have real democratic institutions and government without public education."

About the year 1863 your great idealistic democrat, Abraham Lincoln, in his very famous Gettysburg address, made public and scattered all over the world the very same theory that fifty years before had modestly been stated by one of the apostles of South American liberty and democracy.

Public education in Chile, as here, has always enjoyed the constant protection of the national government. It is now free and compulsory among us. Another parallelism: your Monroe Doctrine, of world-wide fame, tending to maintain the in-

tegrity, sovereignty, and peace of nations, was practiced also by the honest, loyal, peaceful, respectful and industrious Chile, called by you with a very endearing term—"The Yankees of South America." On several occasions our small army and navy have saved other South American countries from invasion, from destruction, and from disintegration. On every occasion our advice and moral support have been ready to help nations that were on the verge of an internal or an external clash. I might add still, that Chile is the fourth among the nations of the world that have solved a large number of problems by means of arbitration. These quotations of mine out of the archives of our republic are powerful arguments to prove why Chile enjoys most sincerely the privileges that, like this one, give her the opportunity of stretching out her hand of sincere friendship to your great nation.

Please accept, honorable president of the University of Southern California, the heartiest congratulations of the Chilean Republic. May this university be the first to reach the climax I already have wished for, and may each and every one of the nations of the New World increase every day more and more their knowledge of each other, their understanding of each other, so that all our countries might attain, together and at the same time, the aspirations of peace and prosperity which we all cherish.

#### PRESIDENT VON KLEINSMID

I wish I were able to transport the audience this afternoon to a group of buildings in the heart of the capital city of the Republic of Peru, and give to you the impressions of dignity and solemnity, and give to you the inspiration that came to me from those wonderful halls and those beautiful courts.

As representing the oldest university in the Western Hemisphere, the Universidad Mayor de San Marcos de Lima, and representing the government whose child she is, comes to us today Doctor Augustin T. Whilar. I have a peculiar personal pleasure in welcoming Doctor Whilar. We have the honor of being alumni of the same institution—the Universidad Mayor de San Marcos de Lima.

Doctor Whilar.

## LATIN-AMERICAN STATES

AUGUSTIN T. WHILAR, Ph.D.

*Universidad Mayor de San Marcos de Lima*

In the name of the Government of Peru, and of the Greater University of San Marcos of Lima, as well as in my own name as Doctor of the School of Philosophy, History and Letters, of which you are an illustrious and distinguished Honorary Member, I bring you, with the greatest pleasure, sincere and cordial congratulations upon your installation as president of this important university. This high and well-merited honor is a tribute to your unusual talents, and will be epoch-making in the history of this institution, and also in the history of higher education in the State of California, for we have the deepest confidence that you will spare no effort or sacrifice to place this university on the high plane demanded by the educational progress of this great nation. These words of mine should not be interpreted as words of flattery or enthusiasm, inspired by the nature of this solemn occasion which brings us here, because, Mr. President, you have with rare wisdom and judgment taken the first step for unity and sympathetic understanding by calling the first conference of Latin-American universities; a noteworthy event of vital importance in the history of education, and in the wider development of the activities of universities, since, as these delegates know, it is the function of all universities to further the most noble aspirations of the spirit of the nation, advance the fuller development of science as evolved in their laboratories and expounded in their lecture rooms; to examine into the great body of knowledge which constitutes the course of liberal arts; to cultivate and diffuse those ideals which tend to give the right form to the collective conscience; and rightly the important suggestions which form the basis of this conference of universities which is being held here constitute the corner-stone of the future university, in which must be crystallized the true Latin-American culture; the linking of an epoch or of a people with the institutions of higher learning, as in the present instance.

It is to your initiative that we owe the happy ideas of having these various universities examine and elaborate jointly their

new plans of education, in order that these institutions of higher learning may in the future be the true natural instruments to be applied to the vital problems of society; genuine representatives of organized knowledge, of ideals conceived and fostered under the stress of legitimate necessity and urgent occupations.

Thus we realize clearly the value of the study of problems of this nature from the scientific and sociological point of view, for the purpose of producing a class of highly trained persons who will maintain the disinterested development of science, letters and art, supporting the spirit and practice of investigation, as have those distinguished masters, Don Valentin Letelier, ex-Rector of the University of Chile, and Don Jose Ingenieros, of the National University of Buenos Aires.

Mr. President, the Government of Peru and the University of San Marcos of Lima, in whose behalf I have the great and undeserved honor to address you upon this solemn occasion, will receive with the profound interest and enthusiasm for which they are distinguished the report of this first memorable conference of universities, since we recognize as unquestionable the efficacy of science as a civilizing instrument, of social culture in preparing for the exercise of high social functions, of the unifying value of philosophy in illuminating the far-reaching field of the unknown, and the function of universities in working out the problems of human happiness, increasing the capacity of man and society by means of the sum total of accrued knowledge, eliminating patiently the errors which tend to destroy the unity which this first conference is trying to establish.

Peru, upon being advised of the important deliberations of this distinguished gathering, will receive them with the deep interest which they merit. At the same time it is for the Peruvians a matter of great pride that the eminent president of the University of Southern California, who has evolved this brilliant and far-reaching idea which has brought us together in this beautiful city, is a most distinguished honorary member of the oldest university in the New World, and the most illustrious institution of Peru.

## PRESIDENT VON KLEINSMID

One of the by-products of American universities is college and university presidents. The University of Southern California has furnished to the College of the Pacific its new president. There is no name in college and university circles in this part of the state that in conjuring can produce so much as the name of Tully C. Knoles. We are sorry to lose him from this institution, but knowing how badly he is needed in the northern part of the state by the University of California and Stanford University to uphold the standards of educational ideals we have, out of the heart of our unselfishness, allowed him to go from us, and to place his new institution immediately between the two older and larger institutions, not to keep apart in complications and contests; with hand outstretched in every direction to bring them closer together.

President Knoles.

## ALUMNI

## TULLY C. KNOLES, D.D.

*President of the College of the Pacific*

It is impossible for me to use the grace and the facility of language exhibited by our delegates from South America and from Mexico and from Central America; however, there is this compensation, that as an Irishman I can say some things which perhaps they cannot say, and as an Irishman I can perhaps say some words of congratulation to our new president which those of you who are not Irish could not possibly say—and yet I feel you will agree with the sentiment, although you could not say it yourself.

An alumnus of the U. S. C., speaking today, must represent a very widely diversified group of men and women, not only as to geographical location, but as to service; but it seems to me that, in memory of the graduates of the University of Southern California, there is to be found the largest group of outstanding men in the field of education. I have no doubt that has been brought about as the result of the fact that in the institution for many years was that prince of all educators, James Harmon Hoose, and that while he did not put im-

mediately before us the lure of the teaching profession, yet, by his constant devotion to his own task, and by the persistence of his efforts in our behalf, and by our somewhat tardy appreciation of the results of his activities, we subconsciously looked to the time when we might, in a small measure, do the things he did so nobly. And so, speaking for the alumni, I am thinking of college presidents, I am thinking of heads of departments in institutions of higher learning, from Harvard to Berkeley; I am think of men and women in the teaching profession in every department in nearly every state in this land, in many of the South American countries, and in one distinguished representative before you today, and others who preceded him, in the great republic immediately to the south; and to every country in Asia. And as an alumnus I speak for the alumni teaching body, and from these teachers I bring greeting to a teacher who has been tried and who has taught, and who will now guide the others here in their attempt to carry on those magnificent traditions. And I speak not only of teachers, but I speak of men and women in all of the learned professions, in the ministry, on the bench, practicing at the bar, and in every form of service. And I also speak for that great body of men and women who have gone into business, there to carry the same ideals of service, the same ideals of sacrifice, and of consecration to noble tasks. And I believe, Mr. President, that nowhere will there be found a more loyal body of alumni than those from the University of Southern California, from the member of the first class, our most highly honored president emeritus, to those who received their diplomas in February of this year.

And this body of alumni, with the traditions of the past, and with the ideals, will be a credit to the institution, and their interests will center here in this new administration.

Now for the Irish part of it. Mr. President, in order for you to do as well as George Finley Bovard has done, you must do infinitely better than he has done. If we judge him by the standards of nearly twenty years ago, we shall judge you by the standards of the next generation, to which you will give yourself, we trust in service, in this grand old institution, and I mean something very serious by that. I had the high honor to be in the class which first received its diploma from the hand



of the new president, George Finley Bovard. Five members of that class are in professional work, and we have followed the development of Doctor Bovard with wonderful interest, because we were the first to receive diplomas at his hand. The class met immediately after graduation, and decided that the school could not exist without having a fair proportion from the class remain somewhat permanently with the institution, and one of us has been here ever since—and I was here as long as they would let me stay.

And so, as I think back to that enormous student body, Mr. President, of 59, and the student body of today, I want to tell you that if you make an increase in numbers comparable to that in a period of eighteen years you will have made a most excellent record; and when I think of the one little building in the midst of the campus into which President Bovard came, and then I think of the expansive plans for the university, located so near the great city park, and with this magnificent central building, I suggest, Mr. President, if you keep up to the record of Doctor Bovard you will have to do better than he did in order to do as well as he did. But who would have dared say in 1903 that this expansion would have been possible? When I came to the village of Los Angeles, 'way back in '87, I was told it was immensely overbuilt; that it would be a long time before the population would catch up with the building. I rode in a street car to town the other day, as a stranger, and a man leaned over and said, "Are you a stranger in Los Angeles?", and I said "Yes." "Well," he said, "I have traveled all over the United States, and this is the most over-built town I ever saw in my life."

Who would dare give prophecy as to the future of the city of Los Angeles, and yet numerically, and judged by every other standard during the years of the presidency of Doctor Bovard, the institution has outstripped the city. Mr. President, you have a great task before you, and the body of the alumni from all over the world, through me, says to you today its words of confidence, and bespeaks for you a magnificent administration, and that body pledges to you its supreme loyalty.

## PRESIDENT VON KLEINSMID

One of the characteristics of education, particularly in the last decade, is the nearness with which the secondary schools have drawn to the college, and the sympathy that has been shown by the colleges for the work of the secondary schools. It is a great pleasure this afternoon to introduce Principal Albert E. Wilson, Doctor of Philosophy, principal of the Manual Arts High School, in Los Angeles, who speaks for secondary education.

## SECONDARY SCHOOLS

ALBERT E. WILSON, Ph.D.

*Principal of Manual Arts High School*

President Knoles gave me a cue for the few remarks that are appropriate on my part at this time. He wished to address the president, or address the new president, in the name of the serried ranks of alumni who have gone forth from this institution. It is evidently appropriate for me, under the heading of Secondary Education, to greet the new president in the name of the serried ranks of those who are yet to come.

It has been very pleasant to be here in this beautiful room during these two days. I have been greatly tempted to preserve forever this copy of the program. I hope that I may have one more copy, because if I do not get one more copy I shall have to part with this one. When I was a very young man I entered into a competition once with one of my classmates to see who, at the end of the week, would have his name appear the most time in print within the week. I may say that I won that contest, but since then it has been my ambition, the ambition of my life, to keep out of print; but on this occasion I have reached a climax in having my name appear no less than three times. You can see, therefore, how anxious I am to preserve this copy.

You must allow me, Mr. President, to greet you in a three-fold capacity. I would not be discharging a sacred obligation to the president of my alma mater, Doctor Gustav Andreen, president of Augustana College and Theological Seminary, at Rock Island, on the banks of the Father of Waters, did I not carry out his injunction to extend to you his personal greetings on this occasion. I may say that Augustana College is the lead-

ing educational institution, representing the 300,000 Swedish Lutherans in this country, and as a descendant of Swedish immigrants in the second generation, I might address you in that language. I hasten to advise you that even with the international aspect of this gathering I shall, however, refrain from doing that.

Now, the second reason for my name appearing on this program is that I am the principal of the nearest high school to the University of Southern California—the Manual Arts High School, located only on the other side of Exposition Park, which we, together with the University of Southern California, own in common, and where we are at the present time having erected a stadium to seat 75,000, which we also expect to use and share in common. The Manual Arts High school represents a student body of 3,200. Now, we do not claim that we should receive any notice from the University of Southern California, but I want to say to the president of the university that whatever the student body of this institution does that is commendable and good, we are quick to imitate. I want to say, too, that on any occasion of frivolity on the part of the student body of the U. S. C. we are equally quick to imitate.

I also represent on this program, by election, the secondary principals of this city, and when I say secondary principals I must give a brief definition of a secondary school, because it has undergone a revision. Secondary now also includes junior high school, and the commissioner of secondary education informed me recently that of the 35 new high schools formed within a recent period in the city 20 were junior high schools, embracing the seventh, eighth and ninth grades. President Clarke has already told you there are 200,000 students in the secondary schools. Part of that is due to compulsory education. By provision of the State law all students are required to attend high school full time until their sixteenth year. They are also compelled to attend an additional two years in continuation schedules. This has led to a plethora of attendance in the schools. Now, these serried ranks are pressing on through the high schools and seeking admission, as President Clarke has said, to the college and university.

I recently compiled these statistics from the United States census. There are presently engaged in agriculture in the United States 13,000,000 people; in manufacturing industries,

8,000,000; in commerce, 6,000,000; in transportation, 5,000,000; in domestic service, 7,000,000; in home making, 26,000,000; in the professions only 1,500,000—that is, including doctors, lawyers, teachers, preachers, editorial writers, etc. Only 1,500,000—less than  $1\frac{1}{2}$  per cent. of the total of our population. This does not mean that we do not have to have—in fact, we do have to have—college trained, university trained, men for agriculture, manufacturing, commerce, transportation, etc., and, of course, in the professions; but it means this: that an added responsibility has come upon the high schools and the universities to cooperate in selecting the leadership of the nation, and selecting those who are to be led. The problem is, in the first place, educationally, one of the instilling of culture, and of full realization of the possibilities and the joys of living; but at the same time we must prepare, since we have forced the people into schools, prepare them to earn their own living, and provide training to give them a livelihood. It is our problem in the high schools to send you only our best; it is your problem to keep only the best of those that we send you.

#### PRESIDENT VON KLEINSMID

Student bodies are generous, and faculties considerate, in not expressing at least the covetousness with which they eye the presidents of other institutions. They are not, however, quite so careful in failing to express their wish for just the kind of campus that our neighboring institutions own, and now that Manual Arts High School has said we have only a half interest in Exposition Park, which up to the present time we thought we owned in toto, we shall hear more frequently than ever expressions of envy toward Pomona College, with its wonderful campus, its wonderful equipment. From that institution comes President Blaisdell, whom I have the honor to present.

#### PRESIDENT JAMES A. BLAISDELL

*Of Pomona College*

I am dismayed that on this fortunate occasion I am limited to the use of one language, but I consider myself fortunate that on this occasion I have a full command of the language of Los

Angeles. I count it a privilege to bring here this afternoon the felicitations of the group of colleges gathered around the University of Southern California. It has been most gracious of this university, and of its president, that on this day of fame for this university, this day of the lifting high of the torch of this university and of its far outlook over the whole world, they have been pleased to remember the colleges of their own neighborhood, and to express again that historic spirit of neighborliness which has always obtained here. They have good Biblical authority for this, for I recall that one—a certain other mother of wisdom—who found after long search the piece of silver for which she had been seeking (a piece of sterling silver in this case) and the first thing that she did was to call in her neighbors to rejoice with her. She did not think first of the kings and queens of the earth, those who sat in splendor afar, but she thought of the people who walked with her the same ways of life, and who understood best her joy. We are here to greet this president in that same spirit of neighborliness; and if you have been able to interpret in a single word the whole fine and beautiful spirit which has dominated this occasion, it has been, and is, just that one word—neighborliness; which we who know Doctor von KleinSmid and venture to call him friend have so long recognized as an outstanding characteristic of this Christian gentleman. Neighborliness! This is what we have been saying the past day, and what we are saying as we sit together on the platform this afternoon. After all, for this troubled world of ours, in its distress, there are just two things that are necessary. First, that one shall learn how to treat his neighbor; and second, that every man in this wide world is a neighbor.

We who sit together here today, gathered from the ends of the world, from seats of learning that are scattered far and wide, have all learned, under the far-sighted leadership of this hour, a new and profounder sense of neighborliness than we have known before. But we who are nearest as colleges, and for whom I have the honor to speak this afternoon, bring you, sir, our welcome. We have come to feel that we represent a certain unique group of institutions, and the fellowship into which you come, sir, is one that we prize. It is not an easy service; it is a service that has great mortalities in it. A mere stripling, as you see, I have outlived all the presidents of South-

ern California—of all the schools and universities—though some of them seem to be immortal, or are ready to begin life over again. I, with my luxuriant curly locks, black as the Ace of Spades, am the nestor of them all. Into this fellowship of striving, of toil, we welcome Doctor von KleinSmid. There has been a singular fellowship among us all, a singular unity, a singular homogeneity. We like to think we have a certain grouping of fellowship that is unique even in the educational world of friendships—a sort of a Southern Cross. We are all young together, and we are all fronting the future that is to come. We have not yet been world wearied; we have undiscovered lands before us; we have the sinews of a great new civilization; we have a common spiritual purpose; singularly are we unified in this, and as comrades in one great endeavor, the finest that a new civilization ever looked upon, we can afford to have no shadow of disguise among us: we speak heart to heart, and the triumph of anyone of us is the triumph of us all.

We are right; this is no ordinary day; for it is never an ordinary day when a great man is enlisted in a great crusade, and if there is a greater crusade than that of Christian education, if there is a higher service to the commonwealth than that to which this educator puts his hand today, I have not yet heard its name. Behind him I can see men and women, citizens of this great Southland, who in their various forms of capacity, with him and under his guidance, build here a tower of learning whose light shall shine to all the children of men.

Doctor von KleinSmid, we greet you as a brother.

#### PRESIDENT VON KLEINSMID

Just before the dedication of the great campanile which adorns the campus of the University of the State of California a former president remarked, when referring to a criticism that had been offered on the expenditure of money for the accomplishment of just that structure, that “after all, it would cause us to look up; that too many of us went about with our eyes upon the ground”—and how truly he spoke. The campanile is but a symbol of the great university which, up on the bay, looking out over all the western world, has spoken a sounder and a truer note for education in such a way that the

world has paused to listen and catch its message. From that campus comes today Dean Hatfield. I am peculiarly personally appreciative of his presence. As a student on another campus I had the privilege of walking and talking at times with a great educator by the name of Hatfield.

Dean Hatfield will address you.

#### UNIVERSITIES

HENRY RAND HATFIELD, Ph.D.

*University of California*

I appeal to you against the decision of the Chair. Is it a fair thing, in this company of presidents and principals and mayors, to ask a mere modest dean to attempt to voice the sentiments of the universities of this country? Universities which are scattered over all the land, differing in environment, in organization, in the clientele to which they appeal for support and whom they attempt to serve? How can I, or anyone, attempt to express that polyphonic voice, the harmonization of which still awaits some master musician? The radio has been able through a single receiver to disseminate words to a thousand, indeed to a myriad, people, stirring their hearts by the wireless message; but I know of no modern wizardry by which that process is reversed, or no way in which the expressions gathered from all of the country can come and be presented here by a single vocalization. Indeed, if I were to attempt this I feel that I should have to sing. Oh, for a thousand voices to sing the great von KleinSmid's praise! Presumptuous and difficult would be the task. I feel it also as somewhat of a danger, for I wonder if you realize the strain of yesterday and today—and tomorrow, I suppose—which is being put upon President von KleinSmid's modesty. Indeed, as I listened to the speeches today, it seemed to me there was a certain consonance in the timbre *Te Deum* that was sung, and as I heard this group of bishops joining in the common psalm I felt indeed: "Glorious coming of the apostles—praise them." And then I heard, this morning and this afternoon, professor after professor joining in the same strain, I heard: "Goodly fellowship of the prophets—praise them." And this afternoon, as I looked at this band of diminished number—but of heroic fortitude—who, on this fourth session, listening to the ninth speech, I have said: "Noble army of the martyrs—praise them."

And yet I am not sure that the real danger lies along this line. I have seen many a perfectly good president spoiled by not having a little support and praise of the university to which he belongs, and so, while I have, as you all have, the greatest confidence in the success of the new administrator, and while I urge you all to join in support—weighing indeed his merits, but at the same time pardoning his offenses—supporting him in every good work, I feel that his greatest reason for expecting success is not merely his past attainments, his skill as a scholar, his experience, but because I believe he has the quality to retain that loyal support which is now so freely offered him.

I cannot speak for all of the universities; I believe I can sound perhaps a single note in which they all would join—a note of rejoicing over this day of fulfilment and anticipation; a note of hope for the future, in which this institution will be content not merely with building more spacious and ever yet more spacious mansions for its academic soul, but under your wise government, President von KleinSmid, the inner essence, the spirit of the institution, will expand and will not be confined by this material shell. A note of congratulation that at last the right man has been brought to meet the right institution; a note, perhaps, having a small word of adjuration: Whom the trustees have joined together let no man put asunder.

Some word of reminiscence has been given. My own experience with this university—the first one—was many years ago; long before I entered academic life, when I came as a tourist and went out to visit the University of Southern California. I found in those early days, a faculty underpaid, discouraged, almost discordant, but what struck me most forcibly was that when I went out to the university library to try to verify a quotation I was unable to find in the university library a copy of Homer's *Odyssey*. The university has progressed in these thirty years.

We all rejoice in this progress, for there is no competition as between the different institutions of learning. We have come to believe that even in ordinary commerce both sides may profit, but in this finer commerce that takes place between institutions everything is a gain, and there is no question whatever of one being injured by the debut of another, and the universities, as they delve deep into the heart of knowledge, as they weave the fine fabric for the garment of truth, have no thought



whatever of overstocking the market. The ethereal goods in which the universities deal cannot compete against each other. They create their own market. What is produced in intellectual achievement in this university marks an increase in the intellectual work of every other university in the land.

We rejoice, then, all of us, in the prosperity of any institution. Some of us rejoice particularly in the prosperity of this kind of an institution. In the history of western education there have grown two types, side by side. Close to the University of Wisconsin is Beloit College; Hamilton stand at the very door of the University of Minnesota; Grinnell is in the same State with the University of Iowa; and, so, throughout all our land, we have had the state-endowed institutions and the institutions supported by denominational funds. These have generally been small colleges. The University of Southern California marks a new type of denominational institution, which is expanding from a small college to the dimensions and character of a great university; and so we particularly rejoice in finding this kind of an institution; and if I may indulge in an impropriety, if I may, symbolically at least, divest myself of these trappings of officialdom and speak not as a representative of any institution, but only personally, it gives me particular joy in the case of this institution, founded by the particular denomination for which my forebears labored and lived, and to which I myself owe allegiance. It is true that the Methodist Church has, generally speaking, been typically a pioneer church, and since the days of the circuit-rider it has appealed to the public rather more for its zeal and fervor and heroism and hardihood than because of any cloistered academism; but yet we must recognize that this church is itself the product of a cloistered English university, and that its great founder, whose statue adorns the portals of this building, appreciated to the full the value of learning, and that even in the days of its struggle and poverty this church has stood for the cause of education; and so I particularly rejoice, not only in the prosperity of any university, not only in the prosperity of a denominational institution, but particularly do I, as an individual, rejoice in the prosperity of this Methodist-founded institution.

And so I am sure I can, in behalf of the universities, rejoice in the goodly days which have come, and which are to come, and I can say, I am sure, President von KleinSmid, that all

of the universities, without jealousy and without insinuation, rejoice with you, congratulate the institution as well as yourself, and wish you godspeed in your new career.

### PRESIDENT VON KLEINSMID

I have spoken of the pleasure of having with us the representatives of the countries and institutions of South America, and the delight which we feel in the presence of those of Central America and Mexico. I wish to add that it is a peculiar pleasure to welcome the representatives of the institutions of foreign countries. Speaking for those institutions comes one from the University College of South Wales and Monmouthshire, Professor J. W. Scott, Doctor of Philosophy, who is sojourning for the time being in one of our own great universities of learning.

Doctor Scott.

### FOREIGN UNIVERSITIES

J. W. SCOTT, Ph.D.

*University College of South Wales and Monmouthshire*

Mr. President and friends, and, might I say, in the spirit of the ancient Stoics, fellow citizens of the world, it is a great privilege to have come so far, as some of us have done, and be here with you today to participate in your felicitations. To us on the other side of the Atlantic there is something of romance in the very name of California, and to associate great seats of learning is to touch this romance with a suggestion of the sublime. For I think, in spite of all its sunshine and flowers, in spite of all its symptoms that are everywhere of youth, its wealth, health and prosperity, the idea most associated with California is perhaps none of even these things, but something that touches the human heart deeper still, and that is the idea of liberty. One feels that the liberty so long fought for in England and in Europe, and only won there after centuries of struggle, when it is planted down here in these great spaces,

these plains and hills, and broad skies and seas—it seems to grow as on its native soil. And it does touch the sublime when one sees a land of liberty given over to the spread of liberal ideas; it suggests that the main battle of liberty has been won, and that its conquests are at least being made secure, because it is here in institutions devoted to the liberal arts and sciences, it is here men learn to understand what it means to be free—and the cause of liberty can hardly be said to be won until the idea of liberty—until, I say, the idea of liberty is understood.

That is why the birth of universities among the orchards and cornfields, and thriving industries and thrumming populations of this far western state, can be regarded with great hope so long as they do not forget their mission, their great mission of helping the world to live.

Do not neglect to teach us how to enjoy new conditions, the while you teach us so magnificently how to make them.

For such joy is the soul of Liberty: I often wonder whether acquaintance with this inwardness of Liberty does not lie more easily open to us who have been brought up in the older European order than to you who have not, just because the opportunity for fresh creation has been so much more restricted with us than with you. There is no paradox in that, I think. It comes back to a simple point which, I fear, I have become fond of making but which, perhaps, you may allow me to make here again.

The point is this: You here have room. But we, in the older order, not having the room, have had to learn to be free within what room we have. That also is an art. Nay, I wonder whether it may not be the greater of the two. I often wonder whether the art of getting maximum freedom within what room we have is not almost more important than the art—also a great one—of making more room. It is at least indispensable. I always think that the art of getting maximum freedom out of whatever room we have is the secret which makes the poets value the happy heart; as Burns, for example, does when he says,

If happiness have not her seat  
And centre in the breast,  
We may be wise or rich or great,  
But never can be blest.

Being rich or great are ways of having much room. But it is not the wide house which makes freedom. It is the happy heart.

And so, to this great Western University, planted out here where all is new, where there is so much to be done and where, therefore, the claims of the useful sciences are so rightfully great, I would fain make a plea in behalf of those resources within ourselves which liberal culture gives; so that while external nature lavishes her bounty and fills full your quiver, there may still be developed in your midst, and developed in the highest, those treasures of the spirit which are our peculiar human heritage, and without which the fullest earthly treasury must remain empty and disappointing. If a stray voice were to be borne to you today from across the eastern seas, this, or something like it, is what I would most wish that you might hear it saying.

This mission of theirs, this mission of the universities, might be summed up, it seems to me, in terms of the two great factors of all living, the two great ways whereby, if I might put it so, a people living badly can learn to live better, and a people living well can continue to live well. The two ways are simply: the power to create new conditions, and the power to enjoy them. The universities can give the lead in both of these. The first by their devotion to the useful sciences, by their diffusion of the useful sciences they can teach people how to change their conditions; the second by their devotion to the liberal arts, by their diffusion of the liberal arts they teach people how to get full value out of the conditions they have created.

I know not which of these two is the more important—the useful side, the active side, or the other; the power to alter things or the power to enjoy things; but I think, in days when the economic considerations are so largely in the saddle with

us all, it is well not to forget the power to enjoy, and so, if I may bring a message to you from across the Atlantic, I would fain let it be something of a plea for liberal culture in the universities.

(The list of delegates from foreign countries, from institutions in foreign countries, from institutions in the United States, from high schools and boards of education, learned societies and educational associations, and from professional, religious, social and civic organizations, was then read by the Grand Marshal, and these delegates presented to the conference.)



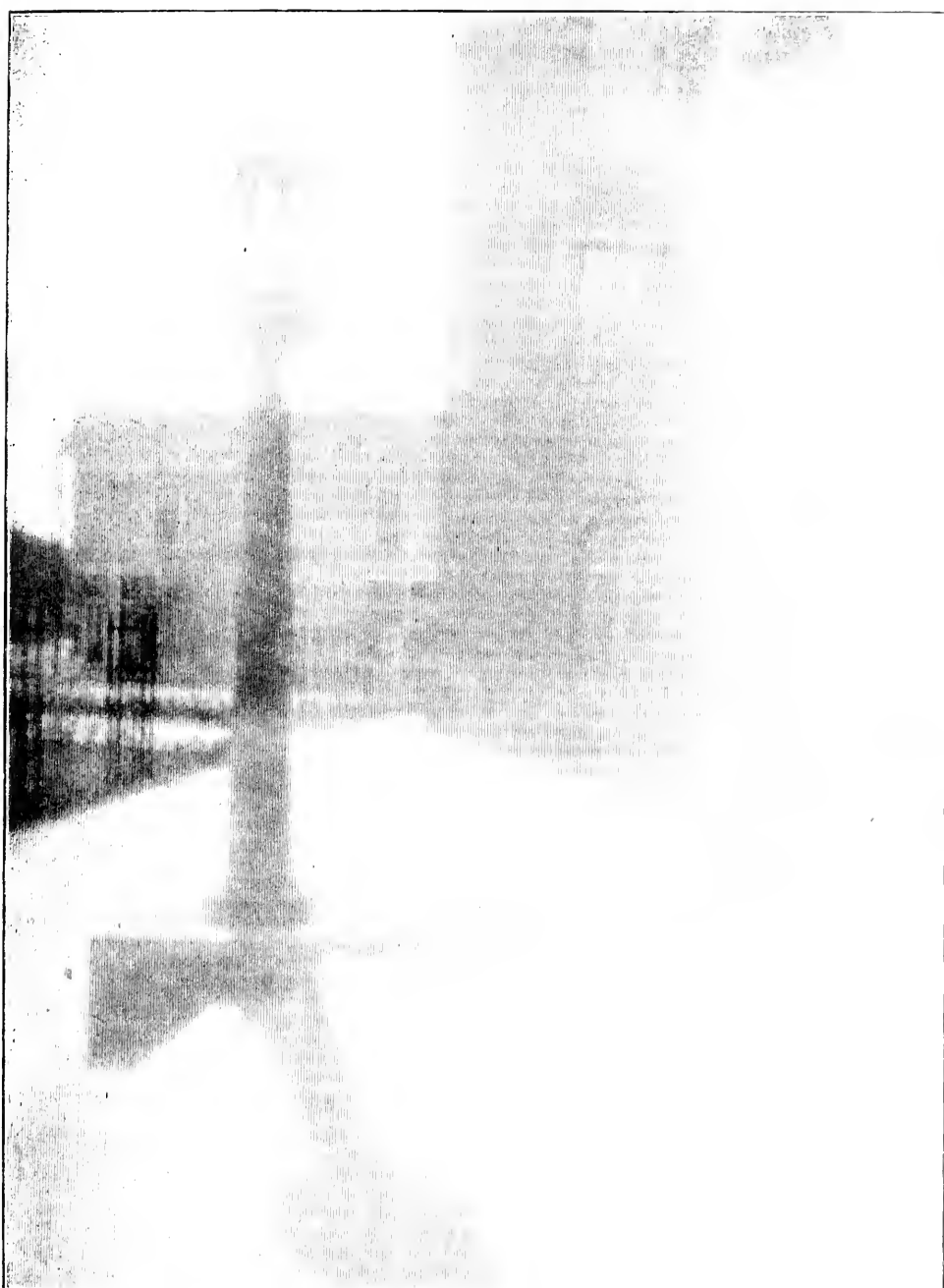
*April Twenty-eighth*

**EVENING SESSION**

**TRUSTEES' DINNER TO DELEGATES**









## DOCTOR BOGARDUS

Before introducing to you the toastmaster of the evening I have two announcements to make.

I wish to call attention to the third and last session of the conference which is to be held tomorrow morning at ten o'clock. The addresses are upon the important themes of industry and commercial relations in connection with Pan-American problems. They are to be given by distinguished citizens not only of this country but of other countries—Captain Perigord, Consul Anaya, and the Honorable John Barrett; and, also, at ten o'clock, speaking in Spanish, an address by Doctor José Galvez.

At this time, as a member of the Committee on Arrangements, I wish to express our appreciation to the Board of Trustees of this University.

In regard to the toastmaster, I wish to present one who has been a member of the faculty of the University for 14 years, and in that time has developed an unusually successful record as a teacher in the field of history, economics and sociology. In addition to his teaching record, his administrative ability is evidenced by the fact that for 14 years he has been head of the Department of Economics, and that he is the founder and present director of the College of Commerce and Business Administration of the University, a college which, although it has been established only one and one-half years, has already commanded the respect of the business men of Los Angeles and Southern California in a most remarkable fashion. Furthermore, his administrative ability is evidenced by the fact that he has been secretary of the Graduate Council, and is at present the distinguished dean of the Graduate School of Arts and Sciences—again a young institution as a school, but which at the present time numbers among its students representative men and women of excellent caliber from more than 35 of the oldest and best institutions of learning in this country, from Harvard and Yale on the east to Berkeley and Stanford on the west, as well as students from foreign countries.

This teaching ability, combined with administrative ability, is supplemented by another fundamental characteristic that is represented by the term productive scholarship. Despite his

arduous teaching and administrative duties, the productive scholarship record of the toastmaster of the evening is such that he ranks at the top, or near the top, in the University of Southern California. The real test, after all, I suppose, of a university man is the respect with which students in the long run regard him. I should like to quote from a university annual which was published some years ago, and dedicated to the toastmaster of the evening, a statement which represents the judgment of the students of the university. That statement runs as follows:

"Dedicated to one who, as a critical scholar, and inspiring teacher, a sincere friend, has been constant in his support of every enterprise for the betterment of the university."

Now, if I were not sitting so close to the toastmaster of the evening I would add to those characteristics which I have thus briefly summarized many others. There is one other, however, that I shall mention, and that is his modesty. That is shown by the fact that only five minutes ago he said, "When you speak, introducing me, don't say anything about me." Now, you observe that I have followed his instructions.

I take pleasure in presenting to you my distinguished colleague and friend, Dean Rockwell D. Hunt.

ROCKWELL D. HUNT, A.M., Ph.D.

*Dean of the Graduate School*

Toastmaster

I had the impression before I came here that most of us were inclined to take ourselves too seriously, and I am very sure that my good friend who introduced me has taken me altogether too seriously. We have been having a good, solid meal, and we have been having a rather heavy diet during the day, and I think our slumbers will be sounder and our consciences clearer if we keep away from those heavy philosophic reflections that are so in danger of obsessing us all.

There is among us one of the youngest of our alumni, whose name does not appear upon the program, and it is only right and proper that this young man should have a little further initiation. You know him—we all know him; but we wish to

know him better, and we crave the opportunity of hearing more from him. There are among our good friends here the representatives of many nations and climes. We can not hear from them all this evening in the way of speeches and addresses—the time is too short. But what better could we do at this time than to set the ball a-rolling by calling upon one who is a representative of many of the nations here represented; calling upon our good friend, our young alumnus, to show a little of his metal, and to ask him to ring that metal. John Barrett.

### DOCTOR BARRETT

I almost forgive him for thus taking advantage of me, by reason of his calling me a young alumnus, when I am indeed, after all, the real patriarch of Pan-Americanism. You know I feel, standing up here tonight, almost as Senator Cole did when he was given that degree today—a man who had known or had lived in the day of every president since George Washington. In the same way I feel like the patriarch of Pan-Americanism. The only prize I ever won in college was by writing a paper on the first Pan-American Conference, held in Washington in the winter of '89 and '90, and I was a delegate to the second Pan-American Conference, and I had the honor of having to write the programs for the third and fourth; and at last achieved the honor of being present at this great Pan-American Conference. I want to say to you I really feel tonight so old in the presence of youngsters like von KleinSmid, and Galvez, and Uriburu—why, you know, Doctor Bovard and Doctor Wheeler and I all worked together in the same class, 'way back in the last century. We were pioneers in our respective lines. I want to prove to you how emphatically I feel this. Just before coming out here I went to Worcester, Massachusetts, where I was invited by the faculty to attend a meeting of their students and alumni—I was the guest of honor—and afterwards they had a grand ball, and it seemed to me I had never seen so many pretty flappers in all my life. One of these little flappers, about 14, caught my eye. I demanded an introduction, and I took her hand and gazed into her eyes, and I saw there something of the past, a memory of my days as a student at Worcester, and I said, "Little girl, I am so happy

to meet you. I know you are the daughter of that glorious sweetheart I had when I was in Worcester Academy." She looked me in the eye, and I heard her say, "Thank you, Mr. Barrett. This is a great honor. However, you are slightly mistaken. It was not my mother, but my grandmother."

Well, I am the grandfather of Pan-Americanism, and here are my children around this table; these wonderful Latin-Americans, who have fascinated you by their eloquence.

My friends, I am done. I thank you.

### DEAN HUNT

On one occasion there was, as you have heard, a vessel sailing north, and the captain said to the steersman, "All you have to do is to follow the North Star." The steersman found that very easy—so delightfully easy that he lay back and in a short time was sound asleep. When he awoke, in the course of an hour or two, he saw that the North Star was behind him, instead of in front, so he yelled to the captain, "We have passed the North Star. Where do we go from here?"

Which reminds me that there is in this city the tallest president of the biggest chamber of commerce to be found in the United States of America, or on the Western Hemisphere. This chamber of commerce has been instrumental in doing great work for this community. It tries to tell the truth, but can not quite attain unto it. I have the honor of calling upon the distinguished president of our chamber of commerce to speak for us a little while. Captain J. D. Fredericks, well known in California and in the United States.

### CAPTAIN JOHN D. FREDERICKS

#### *Los Angeles Chamber of Commerce*

As representing the biggest chamber of commerce, not in the United States alone, nor the Western Hemisphere, but in the world—I will not go any farther than that—this year, I wish to congratulate the new president of the University of Southern California, the worthy successor of a great man, filling the position in a great university; and these words of congratulation are all I need to say, unless it would be perhaps to give you the reason why the Chamber of Commerce, this great chamber

of commerce in the most rapidly-growing section of the world, feels as it does toward the University of Southern California, and why the business and commercial interests of this great community feel as they do towards that great institution. That feeling is engendered by the fact that when many of our institutions of learning have been allowing to creep into their curriculum and their teaching force some of the economic ideas that have been discredited a thousand years ago, the University of Southern California has stood like a Rock of Gibraltar for sound, substantial economic conditions. That is why we believe in the University of Southern California. Men of commerce, who toil and work and plan and scheme and struggle with the affairs of the world (we've got to do that because we are here and they are the only affairs we have to struggle with), get the idea somehow or other, perhaps erroneously, that in the struggle and in their experience they have learned something of the principles of commerce, something of economic ideas. Now, we have that idea—maybe we are wrong—but it would seem to us that an intimate knowledge and experience with economic affairs has given us some modest right to have an opinion along these lines, and it has occasioned a great deal of chagrin at times that our children have come back to us from some of the other institutions of learning, bringing with them the half-baked and discredited economic ideas that have blown up wherever they have been tried, through all the ages, and in all times. But when they come back to us from the University of Southern California, they do not come back to us with those ideas. We are just hard-headed enough to have the impression that if all the laws in the universe, the man-made laws or statutes, were wiped out of existence with one motion, that the laws of commerce would be as they are now, and have always been, as immutable as the mountains. We are almost foolish enough to believe that the laws of commerce and service and industry were tried, proven and old, and serving humanity, when the pyramids were young, and the more tinkering that is attempted with those laws, fostered by the unhealthy conditions of other countries, which do not obtain here, the worse for our country.

So these are the reasons—some of them—why Los Angeles business men have always felt a strong and kindly feeling for the great man who has for years been at the head of this great institution. We transmit, no, we do not—we continue that

same feeling of appreciation and respect towards his successor, for we have learned and know that he is a man of the same mould, and that our boys and girls will get the same strong, healthy, sound economic doctrine that they have always gotten from that great institution.

### DEAN HUNT

There is in our midst somewhere a gentleman who could lead us somewhat into the secrets of the history of our newly-inaugurated president, and I was tempted—until I had a good meal—to give him the opportunity of turning himself loose, but I feel very kindly disposed at the present time, and therefore I think we had better not ask too much along that line.

The small boy in the family where there was a visiting clergyman spilled the beans; that is, to use a mixed metaphor. There was not enough soup for a second helping, but little Johnny wished for another bowl of soup most mightily, so he said, "Gimme thum thoup." The mother tried to quiet him, and gave him a sign to keep still, but Johnny was very obtuse, and again asked, "Give me thum thoup." "Ssh! Ssh!"—but Johnny blurted out, "If you don't gimme thum thoup I'll tell." That aroused the interest of the clergyman, who encouraged the boy. "Johnny, what it is? Go ahead." "My new pants was made out of ma's petticoat."

Now, I want to caution the next speaker not to be too cruel, but to remember that this is an occasion of good spirit—to say all the good things we can say, and to keep all of the evil spirit away. Dean Lockwood, of Arizona, will talk upon the subject of "The pit from which he was digged."

### FRANK C. LOCKWOOD, Ph.D.

*University of Arizona*

I think it was an American who, commenting upon the Book of Daniel, pointed out that Daniel had at least one consolation when he entered the lions' den—that there would be no after-dinner speaking. I have not been able to alleviate my misery with that reflection during this sumptuous banquet. My dis-



confiture is further heightened by reason of the fact that I must appear in the role of the rejected lover, and still more to embarrass me, the toastmaster now deprived of the privilege of exhibiting some of the profound philosophical cogitations I have been preparing during the last three or four weeks, and insists that I shall be amiable, and shall help make this occasion contribute to the gaiety of nations. I am very glad, indeed, though, that this is the case, that this hour is to be carefree and joyous, and I wish to remark at once that we of Arizona, acute as we are in our animosities—acute as our cactus needles and jagged mountains—are also as bland and as genial as the purple or rose hues that soften those exquisite mountains—so we hold no asperities. We feel, in the words of the knightly Sir Philips, "Thy necessity, neighbor, is greater than ours," and so we pass over this gentleman to you a perfected product, knowing that it is far better to give than to receive; happy that you may enjoy a president whom, through seven years of the most severe determination, effort and labor, we have perfected for such an occasion as you are enjoying today, and for those rich years before you. Of course, you people in Los Angeles, I suppose, know of the latest slogan in Tucson, "Tucson has what Los Angeles advertises"—Mr. President of the Chamber of Commerce. But why should we deprive your cold, wet, fog-beset, earthquake-shaken community of some warmth and some light and some joy? So we have transferred to you this radiant personality to warm and cheer you through the coming years.

After all, ladies and gentlemen, there is much in a name, *there is much in a name*. When the Board of Regents of the University of Arizona had elected our president they telegraphed: "Come on at once yourself; your name may follow by freight." I feel, ladies and gentlemen, that this name, Rufus Bernhard von KleinSmid, is sufficiently radiant, sufficiently expansive, and extensive, to form a rainbow from these reticent outskirts of civilization to golden Tucson, over which Angelinos and Tucsonians may cross and recross, even as Jacob on his stony pillow saw angels ascending and descending from heaven. And so I feel, ladies and gentlemen, that there shall be only an added era of good will and good feeling as we come and go over this expanse, this rainbow expanse, which this great name affords us.

I feel, somehow, that our conference has come closer and closer to the hearts of all concerned. The day before yesterday, or rather yesterday, we were Pan-Americans; this afternoon we were neighbors; and this evening we are a family circle. And it is my delight to share in this family circle, even though my friends and myself do sit here in the role of the forgotten lovers. We are reconciled more or less, as I have tried to imply. We have indeed a great personality in your midst. I came here to tell you that, but I have heard some intimation of it today in other quarters, so I feel that I have been slightly forestalled. It took six or seven years to shape and form this presidential personality, but now a great new star has risen in the West. There are a great many stars here in Los Angeles; but one star differeth from another star in glory. There are stars corruptible, and stars incorruptible; there are stars of Universal City, and there are stars of the University of Southern California. And now you have here this particularly brilliant star. He will keep you guessing. He comes and he goes; he travels east and he travels north; he travels far and he travels wide. He has both the telescopic and the microscopic eye—and what he sees he appropriates. He takes what he likes. Now a university professor from some unwary institution; now a million dollars from some opulent individual by the same sleight of hand; for there is a magic, an air, that this gentleman possesses that you must get used to. Yesterday he takes a degree from the oldest university on the Western Hemisphere; the next day he creates a link of scholarly interest and of interchange of educational sympathy with the great republic on the Western Hemisphere; the next day he creates a link of scholarly interest and of interchange of educational sympathy with the great republic to the southland; and today he drops upon us this great idea, this idea of real genius, of a Pan-American Educational Conference; tomorrow, I suspect, he will pick up the islands of the sea, or far Cathay, and bring them to your borders and annex them.

I wish to turn aside for a second to say that your great captain has a captain. That causes our greatest disturbance out in Arizona. We might find a president that, while not wholly satisfactory, might reconcile us to our forlorn condition, within reason. There are men of sufficient caliber, of sufficient brilliancy and productiveness to fill that position; but how in the

world to solve our embarrassment in finding a wife for that president—a president's wife to fill the place of this lady—seems the impossible. You know, some old English wit and genius said that, "Doubtless God could have made a better berry than the strawberry, but doubtless He never did," and I have no doubt that He could have made a better president's wife than the wife of our president, but I am very sure He never did. The sense of irreparable loss in my city, both as neighbors and as citizens, over the loss of Mrs. von KleinSmid is too keen to mention.

I have spoken briefly of what President von KleinSmid has brought to you. It has not been very illuminating, because you have discovered that for yourselves. I shall also tell you now what he left in Arizona. In the first place, he left a tradition, a von KleinSmid tradition; a mascot, also—Rufus, our wildcat. Rufus will forever go down in the history of the University of Arizona as our mascot, named for our distinguished president. He left not only a tradition in our mascot; he sprinkled that beautiful campus with buildings of beauty—and we have one of the most beautiful campuses and one of the most beautiful groups of buildings in the United States. There they stand, imperishable in beauty, substantial in quality, artistic in effect, as monuments to his artistic taste, and his ability to build solidly and durably. We shall forever cherish them as his product.

More than that, he left ideals of scholarship, ideals of co-operation, lofty conceptions of comradeship, and warm and genial affections that link him so closely to us as a brother that we miss him not so much as an executive, irreparable as that loss seems, but as a comrade and friend, as a devoted neighbor. He combined suavity with force, eloquence with effectiveness—a combination, it seems to us, of almost the rarest qualities that a university president can have, in these stern and difficult days.

And so, ladies and gentlemen, we commit him to your good favor. It has been most agreeable to note the warmth of the acceptance on your part of our own beloved Doctor von KleinSmid and Mrs. von KleinSmid. We are not jealous; we shall also benefit from this great era; and shall more and more, I am sure, come into closer and closer accord with your great university, your great city, and your great future.

## DEAN HUNT

If the dean will only invite us to Tucson, he can not do it too soon.

The educational current that has been set in motion in this country flows in many directions and many different channels, and sometimes in opposite directions, much as the colored minister said when he proclaimed that education was "the palladium of our liberties, the pandemonium of our civilization." So much depends upon the fundamental work in education, which can not possibly be over-stressed. We believe we have in this city of Los Angeles one of the very best and greatest educational systems in this country. We believe there is a larger percentage of boys and girls who are in the schools, a larger proportion of them pursuing their studies on through the high schools (high schools are numbered almost by the dozen in Los Angeles), those splendid temples of learning, the great people's colleges; and at the head of this great system there is a distinguished lady. This lady, Mrs. Susan Dorsey, is, I presume, without a peer among the women superintendents of schools in the United States. It is with the keenest regret that I have to announce that on account of illness Mrs. Dorsey is unable to be with us tonight. She seemed to know, however, that the person who is to represent her is one of our very own. We have the honor of having with us tonight her representative, who, if I am correctly informed, holds more academic degrees from the University of Southern California than any other man or woman. This gentleman, who is now Assistant Superintendent of Schools in the City of Los Angeles, has received his Bachelor of Arts Degree, his Bachelor of Laws Degree, his Master of Arts Degree, his Master of Laws Degree, and his degree of Doctor of Jurisprudence, all from the University of Southern California. Therefore, may we not claim him as our own? We shall have the pleasure of some words from Ernest J. Lickley, Assistant Superintendent of Schools of the City of Los Angeles.

ERNEST J. LICKLEY, A.M., J.D.

*Assistant Superintendent of the Schools of the  
City of Los Angeles*

Mrs. Dorsey, for whom I have the honor of substituting tonight, is unable to speak to you because of a cold which has deprived her for a few days of her voice. Mrs. Dorsey was to have represented two organizations at the inaugural exercises this week: Vassar College, of which she is an honored graduate, and the City Schools of Los Angeles, of which she is the distinguished superintendent. Not being able to be present this afternoon at the inaugural exercises, she requested me to read a letter sent to her by Doctor MacCracken of Vassar College:

"Vassar College takes pleasure in participating in the inaugural exercises for President Rufus Bernhard von KleinSmid, through representation by Mrs. Susan M. Dorsey, Superintendent of Schools, Los Angeles, California; and desires to extend greetings and best wishes for a new period of prosperity and growth.      "(Signed) H. N. MACCRACKEN."

Mrs. Dorsey also requested me to read, in her behalf, the following statement which she prepared, addressed to Doctor von KleinSmid and friends of the University of Southern California:

"On this happy occasion of the inauguration of your honored president, I am asked to say what a university may mean to high school students. So many beneficent influences flow forth from a great school to bless communities and prospective students that it is difficult to select those which are the most helpful.

"May I venture the suggestion, however, that chiefest of all is opportunity? Over the main entrance of a city school there appears an arch on which is inscribed the one word, 'Opportunity.' That is the offering made to every student who passes within the gates of that school. In an especial sense a great university offers the priceless boon of opportunity to high school students. What more can be

asked? For, after all, is not the chance to BE-COME the only thing that counts in life? Given that, does not all else follow? Especially favored are the high school students who have a university in their community, and need not travel afar for their opportunity.

"A great university means inspiration. High thought and mighty emprise have ever been the goal of those who linger in the shadows of Academ. To be as the great have been is the very breath of aspiring youth. To the university they look for inspiration.

"Still, there is another intangible something about a university which we call atmosphere, that, more than all else, lures the young student to years of effort that know not weariness and end in wisdom.

"May it be the happy lot of the University of Southern California to offer opportunity and inspiration to all, and may the atmosphere of a great school of learning prove yet more and more alluring to the youth of Southern California.

"With congratulations,

"(*Signed*) SUSAN M. DORSEY."

DEAN HUNT

It was said to me some few years ago by the venerable editor of the Educational Review that in his judgment there was no finer system of public schools, running into and through the high schools, in the United States, than were to be found in this city, and Doctor Winship, as some of you know, has crossed the continent on educational journeys no less than 45 or 50 times. He did at that time, however, have some hesitation in speaking similar words of commendation for the higher institutions of learning, which, in his opinion, at that time did not really exist; that is to say, there was need, as he saw it, of a great crowning institution of learning which continued not only the work of the colleges to the university professional schools, but the philosophical and scientific departments on through to the highest realms of research and investigation.

There is in the city and about the city, here in Southern Cali-

fornia, a group of institutions of higher learning. We are very proud at the University of Southern California to enjoy cordial relationships of friendship and amity with these colleges. We have Occidental College, we have Pomona College, Whittier College, Redlands University, and other institutions about us here, forming the beginnings of a very fine system of colleges, junior colleges; and yet not too many to serve the needs of this great community. One of the foremost of these institutions to which I refer is Occidental College; Occidental College has had several presidents, but at the present time Occidental College has a veteran—I think he has been here for fully six months, and he is a well known, old residenter at the present time. It is with great pleasure, therefore, that I have the honor to introduce to you President Bird of Occidental College. He will speak as a representative of that institution, and of the other colleges of Southern California. President Bird.

REMSEN DU BOIS BIRD, D.D.

*Occidental College*

It is a very great privilege and pleasure for me to address this gathering as a representative of the nearest, and, I am sure, the friendliest of the many friendly rivals of the University of Southern California. Occidental College and the University of Southern California, in higher education, share the great City of Los Angeles. These two worthy institutions were founded about the same time, the university choosing one field and Occidental choosing another, and the years of relationship have been full of contest and conflict and good will. We are very happy in this past year in having that relationship made even more cordial in the kindly co-operation of the students of the U. S. C. in the burning of a trophy which had found its way into their archives from Occidental College. However, I don't know just how completely that feeling has been established. The other day I was driving my car down through the congested thoroughfares of our City of Los Angeles, and unfortunately passed a street car, and a policeman said, "You are arrested." I said, "What have I done?" and met with the response, "You are arrested. Go to the police court immediately." I went there and reported, and the man said, "Your

name?" I gave it, and he said, "Are you the president of Occidental College?" and I said, "Yes." "Well," he said, "I'm a graduate of U. S. C."

It has been my pleasure to come to Southern California at the same time as our great friend began his work in the University of Southern California. I share the conviction that has been expressed here, and at the other gatherings of this noble occasion. Southern California is famous for its climate; it is famous for its scenery; it is famous for the pure breed of its stock; but it is destined to be even more famous throughout the world for something more important than its climate, its scenery, or the purity of its American stock: and that is for the spirit, ideals, and accomplishments in the Field of Education. People shall seek to know, not in order that they may exploit their fellowmen, but that with knowledge, and culture, and efficiency, they may be rendered more worthy servants of society, to the honor of God and for the good of all mankind. It is a rare privilege to share this intimate relationship, which is ours in Occidental, with the University of Southern California and its great President, Rufus B. von KleinSmid.

### DEAN HUNT

A few minutes ago our good friend, Doctor Barrett, made use of a word that has never been admitted onto the campus of the U. S. C.—officially—and we are inclined to challenge him to give a correct definition of the word, but perhaps we had better not venture. That word is "flapper." Now, I think that, so far as I know, we in this day and age are afflicted with a word, that is, the content of a word, that I have taken the liberty of coining. That word is "flapperolotry"; and there is upon our program tonight a person who is entirely capable of bearing the dignities of administration of the classroom of educational meetings, of scientific gatherings, but who, when it comes to the question of "flapperolotry," is a veritable iconoclast. We have the special privilege tonight of hearing some words from the outstanding president of a woman's college on the coast of the Pacific. It is a great and rare pleasure that I have to present to you a woman who has gone up and



down this state, and other states, as an exponent of sound doctrine for young women, and for all young people—but let her tell her story. Dr. Aurelia Reinhardt, of Mills College.

AURELIA REINHARDT, Ph.D., LL.D.

*President of Mills College*

You tempt me to tell a story before I greet the new and honored president. There is an old and delightful tale of the great president of Minnesota, Cyrus Winthrop. He once went on a journey to New York City, where he was introduced by the renowned Chauncey Depew. Chauncey Depew, after a very eloquent speech, said, "I have the honor to introduce a cyclone from the West," and Mr. Winthrop replied softly, "Thank you, honorable sir; I am glad you are such a good judge of wind."

President von KleinSmid and Mrs. von KleinSmid, I bring you the greetings of a little college to the north. I wish I could bring that greeting with more than breathing courtesy. I wish I could say to the delegates who have come from far lands to hear discussed the present relationships of our various countries, and the even more happy relationships that are to be in the future—I wish that I might greet them in their more familiar and more beautiful speech. Someone told me that I might say without harm, "bien venido."

We rejoice to say, President von KleinSmid, that you have our affection, our greeting and our good wishes, and if it is possible to be your fellows in this great job of education, won't you let us? To be sure, at Mills are only women—I mean those who are learning. Half of those who teach are men. I heard a certain learned gentleman say that men should not live alone, and I dare say to him that women sometimes do, but they don't want to. Don't take me too seriously. So, up at Mills there are men in the faculty to be your yoke-fellows, and educationally our women would like to be, too. I don't know that we have acquired sufficient wisdom. I heard of wisdom being attributed to a certain professor because he could discourse in seven languages; and it was George Eliot, I think, who replied that it would be a wiser person who could keep silent in seven languages. We are sometimes silent at Mills, although the students are women.

It is difficult to convey, Mr. President and delegates, my impressions of such a conference as this: a gathering of men and women endeavoring, in the midst of our troubled world, to solve that age-old problem of national discord, and to bring into being national and international amity. Such a conference as this is the making of inspiring educational history.

I must not speak longer, but I should like to tell you a little story which I read in an English paper, and in which, to my mind, there is something rather beautiful, as well as something that brings a smile. In the story, as I read it, John Burns was taking through London a group of representatives from Washington. He was not talking very much with them, but he drove them about London, showing them some of the relics of the different eras through which that wonderful city has passed since the days when the Romans built their towers and that magnificent northern wall in Britain, but when John Burns led the Americans into Parliament, he seemed deeply moved. He pointed here and there, and finally he stepped out on the balcony over the Embankment, and he said, making a gesture toward the river, "There, gentlemen, flows the Thames." One gentleman from the north, apparently not much impressed, said, "Mr. Burns, did you ever see the St. Lawrence River?" and another gentleman from the middle west inquired, "I would like to ask Mr. Burns if he ever saw the Mississippi?" "Yes," said Mr. Burns, "I have seen them. The St. Lawrence is a great body of water, and the Mississippi is a great body of muddy water; but there, gentlemen, is the Thames—and that is liquid history."

And so, Mr. President, Dean Hunt, Dean Lockwood—out there among the cacti of Arizona, on that beautiful campus—you are making history, not quite liquid history, but fluid history, and may you in the constructing of that history, Mr. President, somehow bring into being, shapen by the processes of learning, of thinking, and of searching for truth, forces that will help you to create men and women who will truly make the history of this democracy the noblest of any country that has lived under the great sun.

## DEAN HUNT

It is said that, upon one of his great expeditions, Philip of Macedon received word that a son had been born to him, and he remarked, "I know not at which to rejoice the more: that I have a son born to me, or that Aristotle is to be his teacher." Speaking of Aristotle reminds me—although there is not a very close connection, I will admit—that the boy was asked, "What is the Latin Race?" "Why," he said, "it is a contest between the Latin pony and the professor's goat."

Tonight we have with us a man who came from the classic halls of a Southern university, it seems not so very long ago, but who in the meantime has served for two full decades as president of the great University of California. We are honored in having with us here tonight Benjamin Ide Wheeler, and I am sure you will be delighted to hear a few words from President Wheeler.

## BENJAMIN IDE WHEELER, A.M., Ph.D.

*President Emeritus of the University of California*

I cannot tell you how pleased I am that I received an invitation here, so that I can come on my own hook. I just scampered along the railway, with a bag of clothing, and came to see you—and it is the first time for a great long while that I haven't represented somebody. I just came all alone, and I am glad to see you, and well aware that everything is going well with you. I can see that by the way you move, and the way you look at each other. Well, I rejoice in your success, and the way that opens before you. I know, I think, what it means. A great part of my life, as I look back upon it, has been connected with that long, wearisome service they call the presidency business. You have got, evidently, a good president; now be decent to him. Sometimes you see presidents who started out with a fair outlook, and by and by the birds begin to peck at them, and the troubles begin. It seems the fate of our presidents all over the country that they are to be gradually pecked to death.

Now, you have got a president. Stand by him, get behind him, help him. It is almost an impossible position if you don't.

Students must take a hand at it, the alumni must have a strong hand at it, and, of course, the regents and trustees—they are, after all, the totality of things.

We are all interested in our educational work in California. No matter how they name us, no matter how they get at it with reference to authority or the sources of control: we are one body, and what is good for you, and to your advantage, is unquestionably and immediately to the advantage of the University of California. We have no right to know any different. There are, here and there, things in which we may well differ—these forms of authority—we should not try to get on without the things that are peculiar to us. They represent things that have to be, that must be, that are of advantage to this community.

My blessing on you. I shall feel as I go back to my work that things are going splendidly well here, that it is well for us, and well for you, and well for our beloved State of California.

#### DEAN HUNT

There is a group of states in that part of the country in which we now are that are more and more coming to feel their solidarity and sense of unity.

We have the great fortune to have with us tonight the president of another of the state universities in our neighborhood. I do not know just what the symbol of that university is, or just exactly what kind of a wildcat or tiger they may have there, but we are going to be told something of the great state university of New Mexico, and the difference between real culture in this country and in the world, and mere utility. I call upon President David Spence Hill for a few remarks presenting this topic: Culture versus Utility.

#### DOCTOR HILL

*President of the University of New Mexico*

I was, a moment ago, brooding in genuine humility, because I knew I was to be called upon to follow President Wheeler, and I felt like saying, "What shall a man say who comes after the King?" Men like President Wheeler and President Bovard

and President James are indeed encyclopedias of university practice and experience, which we recently entered contestants in that most precarious of callings, the presidency, might well follow. I was also brooding over the fact that, as Los Angeles is rejoicing over the acquisition of a new president, we in the arid regions of the Southwest are grieving, because, while I do not care to add one word of flattery, I want to say sincerely that we, who think we are doing pioneer work in the great desert regions of those states mentioned by your toastmaster, look up to Doctor von KleinSmid. I love to think of the old pioneers who came to some of those inaccessible mountains which stand over the far-reaching deserts, uninhabited, forbidding at first aspect, and to think of them as saying, "I hear the tread of pioneers of nations yet to be, the first low wash of waves where yet may roll a human sea;" and just as those old Spanish and other pioneers penetrated the dangers of the desert, I want to say that von KleinSmid came to Tucson when there was a small institution, and that he has made of it a great institution, and I endorse every word which his former colleague, Dean Lockwood, said. Indeed, I think too much has been said in felicitating President von KleinSmid. I think we ought to felicitate and congratulate Los Angeles that they have been able to acquire this man who comes to you, like a John the Baptist, from the desert.

I will now discuss briefly the subject given me by your excellent toastmaster; this subject of reconciling the apparent conflicts between the culturistic and the utilitarian. I fear that many engaged in education, not alone in America but in other countries, are considering the different forms of education as though they were separate propositions, to the detriment of the great cause. We should not forget that the school is not the only agency of human education. There is the church, the press, the theatre, the library, and the private as well as the public school, and if we could get these different agencies permeated with the spirit of human education there would perhaps be a little more unity of effort, not only with regard to the dissemination of culture, an appreciation and perpetuation of the greatness of history and of literature, but also with reference to the preparation for bread-winning, which, of course, is necessary for every human being who does not become a parasite. We can not carry on education for culture and education

for utility in entirely separate, tank-like compartments. We who have to do with the direction of young people should remember, I believe, that, rich or poor, every person should be trained to make a living; and we must, in our respective classrooms and institutions, emphasize that every man must, in the obtaining of his education, maintain to the utmost a foundation of health; we must emphasize the cultivation of a habit of decision, of choice, as opposed to vacillation and an obstructed will; the necessity of specific preparation, in order that each student may be able ultimately, to do some thing better than anyone else can do it: the question of placement after graduation, and the avoidance of the blind alley in life, from which, alas, too many fail to escape, must be emphasized, and the idea, finally, that education should have in mind not merely the importance of self, but this great idea of culture, which means an appreciation of the truth in science and the beautiful in art, and nature, and of all good, whether in literature or in man, that we may thereby bring into being the principles of altruism, and solve this great puzzle of education, namely, the apparent conflict between utility and culture.

### DEAN HUNT

I regret very much to state that it has been found impossible for Bishop Locke to be present with us, on account of another engagement, thus depriving us of the pleasure of his presence here.

We have heard from the Nestor among our educators—I refer to President Wheeler—and I think it might in some sense be proper to designate the next speaker as the Janus. I am sure it would not be satisfactory to this splendid gathering unless they had an opportunity once more to look upon the tall form of this Son of Anak, and to hear some words of greeting from George Finley Bovard.

### DOCTOR BOVARD

*President Emeritus, University of Southern California*

Mr. Toastmaster, President and Mrs. von KleinSmid, President Wheeler, Honored Guests and Friends:

It affords me very great pleasure to speak a few words of

greeting on behalf of the Board of Trustees of the University of Southern California. The Trustees regard it a very great privilege to have you at this dinner as their guests. Some of you, undoubtedly, have greatly inconvenienced yourselves in order that you might add to our joy on this notable inaugural occasion. I assure you that we keenly appreciate your presence.

I listened to the words of President Wheeler with intense interest. He is so familiar with the educational problems of California that we shall do well to heed his counsel. We thank you most cordially, President Wheeler, for your presence and your words of wisdom. This is not the first time you have evidenced your interest in the University of Southern California. You will always be a welcome visitor at the University whenever you find it convenient to call.

And now, what can I say to you delegates, one and all? We are glad to have had this opportunity to get acquainted with you. We like you, and we hope you like us. You have made a large contribution to the success of the Pan-American Conference and the inaugural program. We have been helped by the able addresses and the discussions. We think so much of you we invite you to come again. It is a rare opportunity we have enjoyed. The University of Southern California will be more deeply interested in Pan-American problems than heretofore. Our educational institutions must get together in solving some of the problems of vital interest to humanity. I am sure that good seed has been sown. The result will be beneficial. You have helped us. We want to help you. Command us.

President and Mrs. von KleinSmid: We are very happy that you are now the official head of our University Family. You have been the *Acting* head for several months. The inaugural service of today completes all the formalities of inducting you into this high office. You are both our very own. We acknowledge your leadership, and pledge to you our loyalty and hearty co-operation. Your vision of the educational problems as set forth in the very able inaugural address today encourages us to expect great advancement under your administration. May the years of your official connection with the University be *many*. All Los Angeles and Southern California join me in saying *Thrice Welcome*. The City, with its untold advantages, is yours. Use it to accomplish the task set before you.

Again assuring you that it gives the Trustees very great pleasure to have so many educational leaders as their guests, I close my words of greeting.

### DEAN HUNT

I want to take issue with Doctor Bovard—as though he had been bearing all of this great burden alone! I am going to do a very delicate and risky thing now. I want you to know that there is a little lady in this room who has made it possible for him to bear these burdens. I want you to have the opportunity of looking upon Mrs. George Finley Bovard for a moment.

(Mrs. Bovard rises.)

### DEAN HUNT

In a moment we are going to have the reluctant pleasure of dismissing this meeting. You have heard something of the president's wife. I am going to step aside in just a moment, but before doing that, and before giving you one fond, last, lingering look upon the president, I am going to ask that we may have the privilege of looking upon Mrs. von KleinSmid.

(Mrs. von KleinSmid rises.)

### DEAN HUNT

Now, I wonder if you can discover any great and real change in Doctor von KleinSmid since he was inaugurated, or is he the same man that he was? As the man said when he began to fall sick, "Do you see any change in me?" "Why, no; what's the matter?" "I just swallowed a dime." Now, please don't stand upon your feet—at least for ten seconds—until you can get a look at Rufus Bernhard von KleinSmid.

### PRESIDENT VON KLEINSMID

The story runs that a maid of Mrs. Bryan, the wife of the former Secretary of State, was sent by her mistress to the grocery store for oranges. After securing the fruit she said to the merchant, "Charge these to Mrs. Bryan," and the merchant



said, "I should be very glad to charge anything to Mrs. Bryan that she will tell me to charge to her." "Well, I'se Mrs. Bryan's maid," said the colored lady. "Well, that's all right," said the merchant; "it's a fine thing to be Mrs. Bryan's maid, but how do I know you are her maid?" "Well, just 'cause she sent me for the oranges." "But, Mrs. Bryan should tell me if she wants me to charge oranges to her. It doesn't make any difference what you say, Mrs. Bryan will have to tell me you are her maid." "Oh, go on, man," said the maid; "you make me plumb freckle-minded."

You surely do not expect anything from me. I am "plumb freckle-minded" after all the good things that have come during the day.

It has been a great delight to have you all here during these days. As Doctor Wheeler has said, it has been good for us to be here; we have come to know each other better; to trust each other more, and to lean one upon the other just a little more heavily.

I am glad for the presence of Doctor Wheeler here. When, some eight years ago, I came into the West, it was a matter of distinct comfort that I thought I should be near enough to the campus on which worked one of the greatest administrators that an American State institution ever had, to somehow catch the inspiration of his service and the encouragement of his presence. I am glad to be able to testify, as I know that President Hill would testify, as I know that President Clark of Nevada would testify, and Presidents Campbell of Oregon and Suzzalo of Washington would testify, to the great assistance that this master educator has been to us, simply in the fact that he was near at hand and his work was open for the observation of us all.

I have been much delighted, and much encouraged, through the reception of messages from institutions, near and far, even from across the seas, from men and women who have come from those institutions, from the great concourse who have assembled on our campus to show their interest in the work we are trying to do. I have been delighted in the presence of our Pan-American, our Spanish-American, friends here. Somehow, the note of the future is to be a fuller, a rounder, and a deeper one, because more voices have joined in the great anthem, significant of a definite purpose to serve the world.



*April Twenty-ninth*

MORNING SESSION

CONFERENCE ON PAN-AMERICAN  
COMMERCE AND INDUSTRY



PRAYER  
DOCTOR COOK

Our Father, we rejoice in these days of special privilege. We rejoice because Thou has permitted us to unite with our brothers in the consideration of these tremendous, great things. We thank Thee for the vision that is ours of what Thou art doing, and what Thou canst do, through human lives consecrated and dedicated to the great purposes which we believe are here common to us all. We thank Thee, dear Master, for the tremendous idealism, for the vision of the splendid opportunities, the splendid possibilities; for all, dear Father, that may bring together in the bonds of Christian fellowship, of educational activity, of better understanding, of Christian brotherhood, the nations of the world. We thank Thee very especially, Our Father, that our brothers to the south, in the great Latin-American field, are with us, and together that we have the privilege of comprehending the common interest, and the common tasks, and the common opportunities of this great western world. Bless, we pray Thee, the institution in which we meet. Bless this new president inducted into office. We pray for him, Our Father, a wonderful future, guided by that wisdom which can come only from above; and do Thou give to him the assurance of the helpfulness of those who shall be members of the faculty of the University, who shall be the members of the Board of Trustees, and the great student body who shall here form their characters during four golden years of their lives, and go out to take a large place and to do a great work in their generation.

Bless us, Our Father, this day that we come to the close of these days of privilege. Do Thou grant that all may be crowned, and that even more than we can hope a great faith shall come from what we have done, what we have tried to begin here. We ask it, Our Father, that through it Thy Name may be glorified, in Jesus Christ. Amen.

DOCTOR BOGARDUS

There are two meetings in session at the present time, one being addressed in Spanish by Doctor Galvez, and this, which represents a continuation of the exercises which were held on

Thursday, the 27th. A smaller meeting is also in session, and perhaps it is the most important of all, for it represents the committee on resolutions, which was provided for at the meeting on Thursday afternoon, and of which President von Klein-Smid is the chairman. Within a short time that committee will have completed its work, and will be ready to make a report to this meeting, whenever the presiding chairman of the forenoon wishes to call upon the committee.

After the exercises of yesterday, extending from 9 o'clock in the morning until nearly 11 o'clock in the evening, at which about 25 addresses were given, I am sure that we all feel pretty much as President von Klein-Smid said he felt last night, namely, somewhat freckle-minded. We who are here this morning are those who are most interested in carrying forward the fundamental principles that are represented by the educational conference on Pan-American affairs that the president of this university has planned and called. There are others, equally interested with us, who have sent their regrets, who could not be here in person, for a great variety of important reasons; and although not physically present, they are here in spirit with us this morning. A little time, I suppose, is necessary in order to enable us to pick up the many threads of thought, which were introduced to us on Thursday at the sessions of the congress, beginning with the able address by Doctor Galvez in the morning, and ending with the different but equally able address by Doctor Barrett in the afternoon.

This is no ordinary conference. As I sat through the sessions on Thursday, a deeper sense of certain fundamental truths began to dawn upon me. I began to appreciate the fact that behind the differences which are represented by races and colors, behind the differences which are perhaps a hundred years, or several hundred years, or even a thousand years old, there is evidence of a fundamentally common human nature. It seems to me, after all, behind all of our historical differences, and differences of present circumstances, there is a common heart throb, and a common mental response to the deepest things in life. The conference on Thursday seemed to me a substantial proof of the psychological and sociological doctrine of the unity of the human mind; more than that, to substantiate the truth of the poetic and religious doctrine of the brotherhood of man.

Personally, I wish to express to our distinguished delegates, representatives of foreign governments and of foreign institutions, together with the representatives of our American institutions, governments and educational institutions alike, a most hearty degree of appreciation. You do us a gracious honor by your presence at these meetings which have centered around the inauguration of our new president, and especially do you do us honor by your participation in these meetings.

It seems that the idea of our president in calling a Pan-American Conference dealing with educational problems ought not to end with mere expressions of thought, and it is to that end that the special committee on resolutions this morning is meeting, providing, if possible, for carrying forward, for nourishing, and for developing the fundamental things which we all feel, and which we are so incapable of expressing.

The presiding chairman this morning is an integral part of the life and welfare of this community of Southern California, not only as a citizen, but also as an ever active and alert member of the Board of Trustees of this institution, and of the Executive Committee. He has worked without stint in behalf of everything for the good of the university. As acting mayor of the city of Los Angeles at one time, and as a prominent member of the city council, he allied himself with all that is for the fundamental interest and progress of this region. We heard yesterday that Exposition Park is claimed by Manual Arts High School; we also heard it inferred that the university claims Exposition Park. After all, more important than any claim that an institution has upon Exposition Park, this magnificent institution at our very doors, with its splendid equipment, magnificent buildings, its treasures—after all, if there is one man more responsible than any other for Exposition Park, with its vast contribution to the cultural and esthetic life of this city, it is he who is your chairman—Judge William M. Bowen.

WILLIAM M. BOWEN, LL.B.

*Board of Trustees*

Presiding

I feel that when this conference shall have completed its work today, that a new and very important milestone will have

been set in the progress of civilization upon the western hemisphere.

We have heard the relation of education to our combined activities and associations as governments, as countries, emphasized, discussed, and explained in detail; also the intricate and delicate relations that bind us together as nations, as a great brotherhood. Today we are going to take up and discuss and consider the very important relationship that exists between us as independent nations and countries on the commercial side, and I predict, ladies and gentlemen, that in this important area of the world—the most important, in my judgment, from a commercial standpoint, in the history of the world—that the great development, the great burden, and the great responsibility, is going to rest upon the countries that are represented here in this conference, and the countries on the Pacific coast. And why? Because of the fact that for all worthy, real, intrinsic value in this world, speaking commercially, we have to look to Mother Earth, and in those countries that are represented here, and on the Pacific Coast, lie the millions and millions of undeveloped resources of the world, and it is to us, and to the countries which you represent, that the world must look for commercial development, for increase of wealth, in the coming years of reconstruction of the world. So while we have considered the very important matters relating to the education of the world, the relationship of one to the other, it is not less important that we should consider in this closing session the business side, by which the other phases that have been discussed may be put into operation, and the world be made better.

The discussion will be led this morning by an address on Latins and Anglo-Saxons in the New World, by Captain Paul Perigord, A. M., from the California Institute of Technology, one of our great institutions of learning situated here in Southern California. I now have great pleasure in introducing to you Captain Perigord.

LATINS AND ANGLO-SAXONS IN THE NEW WORLD

PAUL PERIGORD, A.M.

*California Institute of Technology*

So much has been said, and so well said, in the last few days that I am at a loss to find something that might even appear to



you as being a bit new. Nevertheless, I have accepted the invitation to take this part in this conference for other reasons than the possibility that I might bring to you something new. I have accepted because I found in this acceptance an opportunity to express my personal regard for the new president of this institution, and the very high regard and esteem we all feel for this University of Southern California. And perhaps even for a greater reason: in order to be able to express my faith and my interest in this wonderful movement of which you are such a vital part, that is, the fostering of better relations between the north and south of this great hemisphere. Of course, I shall first of all bring to you the greetings of that sister institution, the California Institute of Technology, that is also endeavoring in the field of science, and now I am very sure also in the field of arts, to contribute something worth while to the education of the youth of this nation, and in a measure necessarily as a result to improve the welfare of the world.

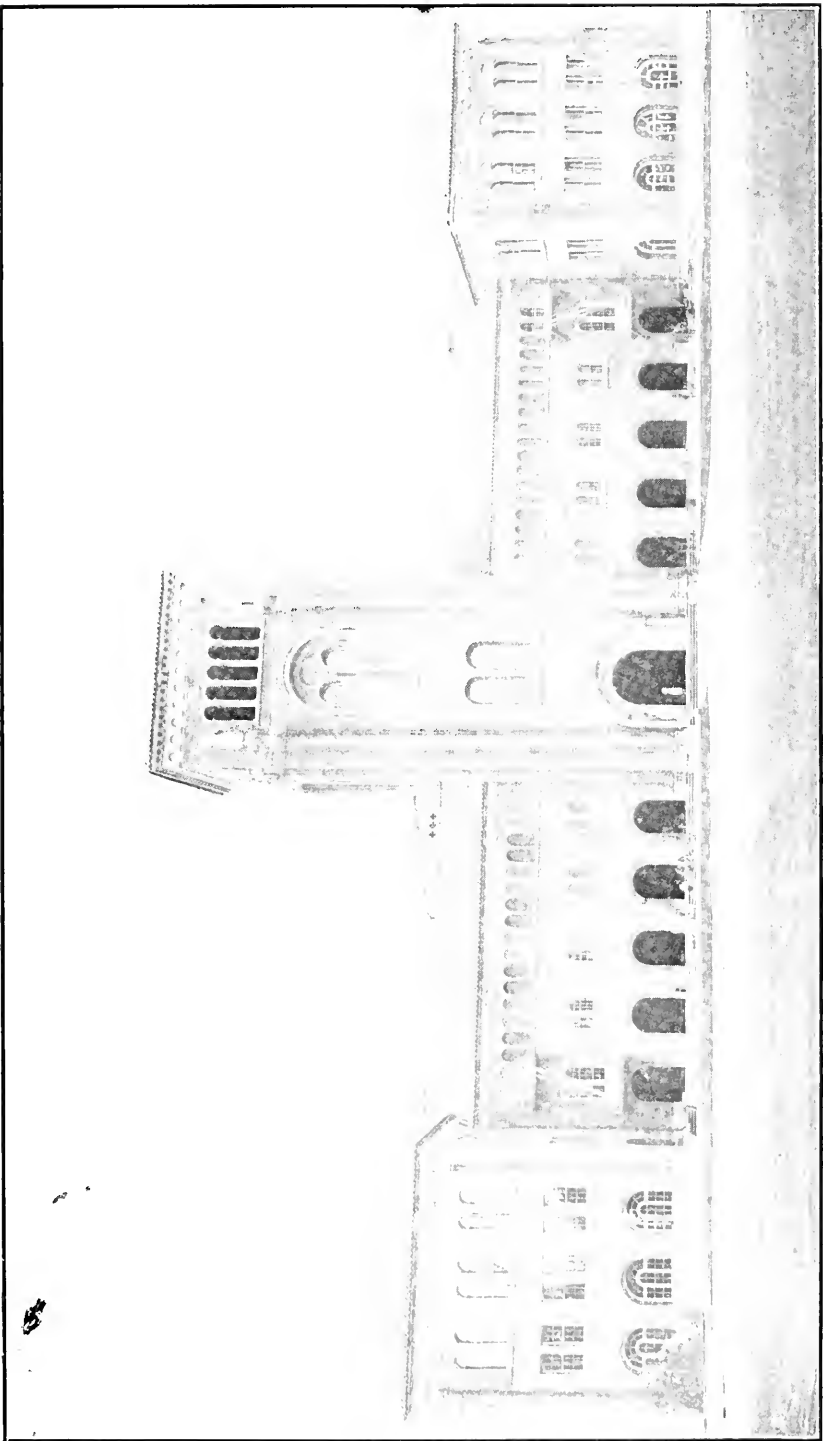
Now, the subject matter of our discussion, of course, may be old, but it is possible the point of view may be new. If one does not come before his audience with a very learned address, but simply speaks out of the abundance of his heart of his personal experience, he is bound to bring a new point of view, and although this conference this morning is intended to bear primarily on commerce and industry, as you are going to have very competent authorities to discuss this aspect of the question for you, I take it for granted that perhaps they relied upon me to lay a foundation for the discussion of this business, commercial and industrial development.

You know very well it is very important for peoples, and almost necessary before they begin to enter into very extensive commercial relations, to try to understand each other. Now, you will say, what claim have I to try to become an interpreter of these two sections of America? Well, perhaps, there is a reason. I think that those who invited me to come here this morning realized that in my personal life I have, in a measure, solved the problem of bringing together the Latin-American and the northern or Anglo-American. Born a Frenchman, educated in the city of Toulouse, the old Tolosa of the Romans, right in the shadow of the Pyrenees, and having learned there all through my youth the wealth, the beauty and the value to men of Latin civilization, and then having come to this country

and having adopted this country as my second home, and having finally decided to become more closely identified with the people of this nation by becoming a citizen of the United States, I suppose my friends who invited me here this morning thought that I might be used as an object-lesson to show what can be done in the way of bringing together of Latin temperament, or of Latin education, and of Anglo-Saxon practical realizations. And this is why, perhaps, this appearance before you today of a Frenchman, or essentially a Latin, that has become an American, might have an additional significance.

It seems to me that the mistake which has ever been made is to try to hold out one type of civilization, hold it up to the admiration of our fellow men, to the detriment of the other type. Now, I have doubted very much the wisdom of that. First of all, I am personally convinced of the fact that it is hardly necessary to choose between these types of civilization. It seems to me it is very much better to have in this world of ours variety, than to have a very monotonous resemblance all through the various fractions of our civilization, and of our civilized world, and, therefore, I will not be guilty of a comparison between the Latin civilization and the Anglo-Saxon civilization. I would much rather be interested in taking the thing from the objective point of view and try to see why things are as they are; why the Latin thinks and behaves as he does, and why the Anglo-Saxon, the North American, acts and thinks and behaves as he does.

Now, whenever I think of the accomplishments of the two sections of this hemisphere, very sincerely, perhaps, to the great surprise of many of you, I am not able to make up my mind which of the two—the Latin in South America or the citizen of this northern section—can be the proudest. Now, of course, we all are very much impressed by the wonderful development of this country of ours, by the things we have achieved in the shade of a stable democracy, in the bringing to the multitudes that live within these borders the very high standards of living and of education that have been brought to them, but, impressed by this development, we are likely to minimize, perhaps, the results attained to the south of us; but, very honestly, I wonder at times which one of these two—the Latin in the south or the inhabitant of the north—can be proudest of his record. Because you must not judge a civilization alone by





the results that have been attained, but as well by the obstacles that had to be conquered, and from the very beginning the Anglo-American has had the advantage over the Latin-American; that is, all of the advantages in the development of this type of civilization have been with the American of the northern section of this hemisphere. Now, think for a while of the beginnings of the Latin republics, and then you will see what is the merit, what is the amount of credit, that should be given to a modern inhabitant of these southern republics. First of all, the settlers that reached those lands came upon a country which by geographical situation, which by climate, which because of its topography, was not as well situated as ours for the rapid development of its resources, and also for the rapid settlement of the country, and then the first settlers that went to South America were of entirely different type than those which came to the north. First of all, when they arrived there they found a well-populated country, a civilization, an Indian civilization, which had already reached a high grade of development; and Indians in very large numbers, representing very compact units. To the contrary, those coming to the north found a very sparsely settled country, and, therefore, from the very beginning the problem was of an entirely different nature.

The first settlers of the south were conquerors, and they went there to exploit and to rule and to conquer, and although shortly afterwards they were followed by men who came there to remain, with their families still those represented the elite of the Spanish nation, who had been in the beginning closely identified with the destinies of the country which they had come into to rule for a foreign nation. On the contrary, those that came here to the north were settlers who came in order to make their homes here. They had come from a country which already had the essentials of a free, sound democratic condition, and those who came here formed a well-knit political unit which gave them power to develop marvelously along those lines, politically, educationally, religiously and economically. And this is why we here so soon arrived at this magnificent result of a well-ordered democracy. To the contrary, to the south of us the mixture of races was a very severe, a very serious, obstacle in the rapid growth and development of that same form of government, and when these people, also moved by

the same ideals of democracy, when stirred by the French revolution, when moved very deeply by the example of the American revolution, decided to change their form of government, although they had the same love and enthusiasm for these democratic ideals, they did not possess the experience in that form of government, the political experience, to enable them to make of that democracy a success as rapidly as we here in the north; and so it happens that the obstacles which the Latins found in their way, in the attempt to grow into that type of a nation that was so quickly developed here within these frontiers, was a very great struggle, and that is why I truly do not agree with those who are surprised by the lack of greater democratic development in Latin America. Far from it. On the contrary, I am surprised that the Latins of the south have been able to accomplish so much, realizing their difficulties and the problems they had to solve. Just think: even today there are 18,000,000 pure Indians in South America, and while I am very far from believing that these Indians in the future may not repeat again some of the wonderful examples of cultural growth and development that their forefathers have given evidence of in the remote past, still they are today a burden to these Latin-Americans, and they, as well as the other mixed groups, have to be carried along, intellectually and politically. This is why I do say that the Latin-American perhaps can be just as proud of his record as the American of the north; and when I meditate on the question of the Indian I sometimes wonder, although the Indian has perhaps not been treated with too great fairness in the south, whether the Latin-American will not be very much prouder of his record in the solution of the Indian problem than the citizen of these United States.

And now, in spite of all these obstacles, what do we really find? Why, look, my friends: in those countries of Latin-America we find an intellectual class, for example, that is easily the equal of the intellectual class of any of our large cities, or even in Europe. Not only do you find a large intellectual class, but you find men who have reached a high degree of reputation, of fame, of efficiency in the field of arts and letters; and you find men who are also the leaders in political thought, for Latin-America has this distinction, of having contributed perhaps more than any other group of nations to the development

of those things which we call the brotherly relations of nations, especially arbitration.

Now, when Mr. Clemenceau, the great Prime Minister of France during the war, went to visit South America, fond as he is of those Latin peoples, as he left he said: "A nation, no matter what its form of government, is only strong in the proportion in which her men are strong. When I see a people that is capable of producing men of such intelligence and character as I have frequently met in my visit to this country, I say this nation can confidently face all the problems of the future."

And our own Secretary Root, when visiting these Latin-American countries, also impressed by the history of culture, which is so well represented and so well exemplified in the fact that before our own Harvard University was founded there had been founded in the preceding century in Latin America as many as five universities, which are still famous to this day; Secretary Root said: "I bring to you from my country greetings to her elder nations in this civilization of America."

Now I know that many of you, especially after this conference has taken place, are aware of all these things, and you will say: "All very well. We grant unhesitatingly the achievements of those nations; we grant they have no superiors, intellectually, artistically, scientifically, and therefore we have a great respect for them; but there are some things in which they seem to have failed. They do not seem to have developed those qualities that seem to be necessary today for a nation to face successfully the struggle for life; those qualities seem to be found in higher degree amongst the northern peoples, and especially the Anglo-Saxon people. If you ask them to be more precise, ask them just what are those qualities, you are told the qualities of energy, of stability, of political organization, of commercial and industrial organization—that practical sense, if you please, seems to be lacking in our Latin temperament. I dare say there we are very much mistaken. If you wish to have clearer evidence than it is quite possible for the Latins to develop those qualities, look simply at some of the Latin nations of the Old World. Surely when I speak of France and Italy you recognize there Latin nations—preeminently Latin—although not absolutely Latin, perhaps, in their blood, racially—still they are surely Latin in their culture.

Now, would you say that France and Italy lack these qualities of energy, of stability, of political and industrial organization? If I were to bring you to Northern Italy, nowhere in the world could you find a higher example of the finest technique in industry. The science of electricity, which demands such careful technique, has perhaps reached its highest development in Northern Italy.

And when we speak of stability, did not the boys of France and Italy show stability in the trenches during the war, there in the terrible mountains of the Alps or in the trenches of Northern France. Did not their stability manifest itself?

As to political and industrial organization—the practical sense; are not the peasants of France and Italy, industrious, painstaking and thrifty as they are, are they not endowed with the deepest of practical sense? It is simply a question of these nations of Latin America overcoming, those obstacles which nature has placed in the way of rapid development, and which have retarded the expression, the flowering of those qualities. The gentleman from Chile stated that the Chileans are called "The Yankees of South America." What is the meaning of that? It simply means that there is evidence in the Latin temperament of the possession of those qualities that have been of such significance in the development of the northern half of this hemisphere, and, therefore, you can hope to see in Latin America, as time goes on, the development of a civilization that is going to meet all of your requirements, that is going to contain the artistic, the intellectual, the esthetic, the social; and also those more practical virtues that we need in a world which for its wealth and development depends so much upon the economic factors. That is why I am not at all in the mood to apologize for Latin America.

I dare say it is a mistaken notion that has been presented to us by travelers or writers, or people who failed to see the individual, and simply obtained general impressions. It is not true to say that there is such a clearcut division between Americans of the north and south; that the north possesses all of the practical traits, and the south possesses all of the intellectual and artistic traits. This is simply fiction. You find individuals in all these nations that possess, to a greater or lesser degree, these various traits. It is a question of emphasis. If a nation is anxious to put emphasis on intellectual and artistic life, in



order to bring out that in her people, we see development along that line; or if a nation must, because of special conditions, develop the other type of man, we witness the bringing out of that side of his nature.

Now, although I know it is important to analyze and present what there is, in reality or in potentiality, in the Latin mind, I think it is perhaps even more important to explain the North American to the Latin. In my relation with Latin America, particularly, not very long ago, in a visit I paid to Mexico, and frequently amongst the Latins I have met, particularly in the Old World, I discovered that the Latins failed to understand the American—the North American—just as much, and perhaps more, than the American fails to understand the Latin. That is why I should like to see, more and more, a true picture of the citizen of the United States brought before the minds of the Latin-Americans, and I dare say that if we are going to bring to the Latin-American that picture of a citizen of the United States we must be quite sure ourselves of the things we wish to bring before them. Alas, many Americans who have come to those Latin-American countries are not really the best representatives of this sections of the world, or of the type of civilization we are attempting to develop, and because of that there is a mistaken notion of what America stands for. Now I can, I believe, speak with that highest type of authority which is based on actual experience.

When I first came to this country I came with a great prejudice. I had been brought up under those influences, and I had been told, for example, that this was not a nation, that there was not a soul in this nation, that it was simply a conglomeration of peoples coming from the various quarters of the world that came here simply seeking relief from pressure elsewhere, or seeking comfort or wealth; that this was no real nation, here on this northern continent. What was my amazement, my surprise, when I realized that they had developed in this country a soul, a national soul, as beautiful, as attractive, as lovable as any of the older nations of the world. Now I shall simply endeavor to give you a very general outline of that revelation of an Anglo-Saxon, that revelation of a Northern American, to a Latin, to a Frenchman. Allow me to give you a very brief, a very crude, outline of what I call that soul of the American. I was first of all impressed largely by the begin-

nings, the first revelation of that American spirit; I was impressed by the history, the strivings, of those who first came to these shores, moved as they were by the highest ideals—the desire for religious tolerance, for the free exercise of mystical aspirations, and then their search for political freedom; their attempt to establish here a democracy. What wonderful intellectual vision did these people give evidence of, when the whole world was skeptical about the possibility of realizing a democracy. Even in France, although France had preached for fifty years previous the necessity for bringing about a larger share of the people in the government of nations, still France did not, could not dare, take that step forward—and America did, because America possessed that intellectual vision, and realized that such a democracy was possible, that it was possible if the hearts of the citizens were absolutely consecrated to it. Not only did they possess that intellectual vision, but other qualities that drew forth esteem and love. That will become evident when I recite this example: that when the young Lafayette came to this country it was not because he was particularly fond of the American people—no, he came because he was in love with that young idea of liberty; yet after his second visit to America he had become so fond of this people that he took back with him a load of American soil, so that when he died in Paris he could be said to sleep under the ground he loved so well. There was a Latin—a Latin who came to America, to Northern America, not to serve the American people primarily, but to serve an idea, and yet he learned to love them so well that he wished to become as closely identified with them as it was possible to do, even in death.

There was this great moral fortitude of this people, but qualities necessary for the foundation of a nation are not perhaps as great as those that are necessary for the maintenance of a democracy, for indeed it is the most difficult task within the reach of man to maintain, and maintain for a long period of time, a successful democracy. And what wonderful qualities we see evidenced, then, within the American people. We see, first of all, their passion for liberty; that passion for liberty which has been so beautifully expressed by the great Lincoln in these words that have become commonplace to you, but that

thrill wonderfully the soul of the Latin who hears them: Government of the people, by the people, and for the people.

Not only that passion for liberty, but that respect for law which is much more difficult to possess, because of the fact that almost anybody can become passionate for liberty (we have seen the Russians do so, and we have seen the Russians do so to their own destruction, and to the menace of the world); but that respect for law which must go hand in hand with the desire for liberty, and which is so beautifully evidenced in this nation in the foundation of that great tribunal for which we all have such profound honor and respect—the Supreme Court of the United States, because it does stand, always, for law and order.

Not alone that passion for liberty, not alone that respect for law, but that spirit of self-reliance which is the best definition, I believe, of the people of the northern American continent; that spirit expressed by Emerson when he said: "We are going to stand on our own feet; we are going to work with our own hands; and we are going to speak our own minds."

Not only that spirit of self-reliance, but that love of work, that gospel of energy, that was so wonderfully illustrated by that great, strenuous soul, Theodore Roosevelt; that has made possible the quick movement of this people from the Atlantic Coast to the Pacific Coast, and the making of this whole country, whether it was plain, or desert, or mountain, blossom into one of the most fruitful on earth.

These are the qualities that to me, a Latin, as I open and respectfully turn the pages of these annals of American history, reveal to me that there is here a genuine national spirit, a great national soul. I know that people have said to me, "That is all very well, but you are too enthusiastic. You are talking as a man who has just fallen in love with an idea, or a nation"; and I said, "This would remain true even after the disappearance of the pioneers for whom we have such reverence"; and those pioneers, although they have passed away, have so implanted these ideals in this continent that today we can feel that soul well alive. There is one test that is the most severe to which a nation can be put, and that is war. During this last war we have seen the soul of the American nation put to the test, and has it proven true? It has; and if we had the time today I would try to show you that all of these qualities

I saw revealed in the early annals of American history were just as well manifested during this war; this same passion for freedom, respect for law, the same love of energy, the same ambition in achievements on a large scale, were just as clearly evidenced. But the Latin may say, "Yes, these things may be so, but nevertheless the Anglo-Saxon lacks those things which we Latins have developed to a much higher degree. You will not find among them the refinement, you will not find the grace, the idealism; you will not find the spontaneous generosity or affection that is found among the Latin nations." There again I say that whenever you make such a statement you repeat things that have been said by superficial observers that have not looked deeply into the hearts of the masses of the people. I had the privilege during the war of going through the highways and byways of this great nation. I did nothing for eight months but travel from town to town, speaking to farmers in their fields, to men working in factories, to students and professors in universities, and I came in touch with the real heart of the nation—and what did I discover there? I discovered there those qualities of which the Latin might claim a monopoly, just as the Anglo-Saxon might claim a monopoly of the practical virtues. I wish I had time to give you some of the examples of the idealism found in the American soul. One day, in the little town of Oswego, in the State of New York, I happened to be stopped by a farmer, and he asked me to enter his home. I went in to pay my respects to his wife, and on a little table I saw a photograph of two boys in the uniform of the American army. I inquired about them, and the mother said, very quietly, "They are resting in France," and as I left they said these words, "You know, sir, we are glad they went, because their country needed them." Is there a more beautiful idealism than in this nation? Where?

What about refinement—evidenced not only in the quality of the sentiment, but in the form of its expression? I remember being in Phoenix, Arizona, one day, giving a little talk there, and I had spoken rather well of this country. A very modest lady came to me after the lecture and said these beautiful words, "You know, sir, we love our France, just as much as you love your America."

I could go on, but I cannot keep you today, because I have already, perhaps, spoken too much; but the impression I want

to leave with you, my friends, is this: you must realize, if you are going to make an impression on the Latin-American, you must become conscious yourself of the riches, of the spiritual riches, of the artistic and intellectual riches, which surely live in the America of this northern hemisphere; and if you reveal yourself as such to your Latin brother, then will your Latin brother see that there is no essential difference between the civilization of the north and the civilization of the south; that it is simply a question of emphasis; and that as the Latin-American will have to adjust himself to increasingly expanding economic conditions, and will see the necessity for the development of those practical traits in his temperament, so the northern American will see the necessity of not being ashamed of expressing in his daily life, in his daily relations with his brethren, in the nation and amongst the nations, the virtues of refinement, of thoughtfulness, and that respect for all the finer things of life, that I know are there in the heart of each one of them, and which perhaps are too often held in subjection.

This is my plea this morning. I say there is no incompatibility in character, no essential innate difference in the two civilizations, and that the two civilizations may develop along parallel lines. Neither one of them is a menace to the world. There are civilizations that do at times grow to be a menace to the world—we had an example of that a few years ago—but the majority of civilized mankind quickly realizes their import and the nature of the menace, and combine to crush them. But there is no question of either the Latin or the Anglo-Saxon civilization being such a menace. They both have the most beneficent history; they have contributed much to the joint welfare and knowledge; they hold still more wonderful promises of attainment; and, therefore, I do not wish one to merge into the other. As I have said, I would much prefer variety in harmony than to have the monotonous stamp of either one placed on all the peoples of this hemisphere. The thing we must do, therefore, is to try to bring them together in harmonious cooperation; and I say this is the foundation of the structure that you must build for the development of commerce and trade. I know some Americans say it is not worth while to deal with Latin-Americans. They are very much mistaken. Perhaps they have in mind Latin America before the war. The war has done something for Latin America. It

has shown the productive powers of these peoples. Today their trade is the envy of all of the nations of Europe. Any one who has studied economics knows that we need foreign trade. Of course the home market will always remain the chief market of the United States, but anyone who has studied the functioning of economic laws knows that foreign trade gives us that margin that constitutes the difference between prosperity and depression. We need foreign trade—and are we going to lose the foreign trade of South America? We must not. There has been substantial progress made during the war. One example of it is that before the war there was not one American bank operating in Latin America; today we find fifty branches of American banks operating in Latin America, and fifty operating in the Caribbean sea area. Before the war there were hardly any vessels carrying freight going to Argentina, and now, if my figures are correct, there were in 1920 335 vessels entered the harbors of Argentina. The trade with Cuba alone amounts to larger figures than all of our trade with China. The trade with Latin America before the war was not more than \$600,000,000, and today is figured to be practically \$3,000,000,000; that is, at the conclusion of the war. But we are losing ground, and we are losing ground because we do not wish to take the necessary trouble and interest. We fail to realize the importance of bringing about a closer contact and unity in all of those avenues of human endeavor between these various peoples of Latin and North America. Now, I do not wish simply to appeal to your commercial sense, or stress the matter of financial profits, but the reason I am so enthusiastic about the possibilities of closer cooperation and of fuller understanding between these nations is because, as a Latin, I know that it is feasible, as a Latin I know that it is possible, for the south to love the north and for the north to appreciate the south; and the reason why I wish to have them brought together is not simply even for Pan-Americanism, although Pan-Americanism is a wonderful idea, but, my friends, already the world is moving so fast that Pan-Americanism is no longer the highest ideal among the nations. Pan-Americanism is bound to be simply a means to an end, and that end is something bigger than Pan-Americanism; that end is the international brotherhood of nations. Already Latin America realizes through their sympathy with the

League of Nations, the greater goal towards which the world is moving, and although they have seen the Monroe Doctrine functioning in that direction, enabling all nations to attain to the fullest heights of which they are capable, still they are also ready to answer the call of humanity, and there is one thing we hope for, my friends: that America, Latin and Anglo-Saxon, is going to be the greatest intermediary to bring about a closer understanding among the European nations. After all, all of us in this America here are nothing but the grandchildren of those old nations, and we ought to have enough affection for them, enough interest in their welfare, to attempt to bring them closer together. I know we are going to. And at this time permit me to give you, simply as an example of something that sums up for me that idea, and that ideal that I believe should become the American ideal, this little incident of the war:

You know, of course, all of you, about the legend or the story of Joan of Arc, from Domremy, in the little village of Lorraine. A story is told of two American officers in that village of Domremy. One of them, in a skeptical manner, asked whether they still heard those voices around there, and the other, answering, said, "I guess not"—with some light comment about it being only a legend, an old story. At that time a French officer came along, and one of them said to him, "What about these voices of Joan of Arc; do you ever hear them around here?" The officer was about to answer, when the clear notes of an American bugle were heard echoing through the valley; and the French officer smiled and said, "The voices are still here. Listen."

Those were the voices of the new Joan of Arc, and I hope that this America, north and south, will hear those voices, and that the bugle of America will sound until that great ideal of democracy, the brotherhood of nations, has been realized, not only within the confines of this hemisphere, but for all the nations of the world.

### JUDGE BOWEN

I am not a very old man yet—I have not completed my school days—but I can well remember that when it could be said of a young man that he was a jack-of-all-trades and master of none it was a very high compliment, a very high recom-

mentation; in fact almost as high, if not higher, in the opinion of the rank and file than a degree from a university. But, friends, that age is past. This is a day of specialization. We have come to realize that men and women must be prepared for the great opportunities and the great life work that is before them, so that the University of Southern California, I am happy to say, under the wise guidance and direction and leadership of Doctor George Finley Bovard, has always had an eye upon this field to the south of us, and has been looking to the day when we might spread our sails and take advantage of the opportunity of preparing more men for this wonderful field to the south of our boundaries, and I know that the new president of the university will stand for the same sort of a program.

Doctor Barrett has another engagement, and the program will be changed by simply exchanging the time of his address with the next speaker who is on the program. If I were to undertake to say anything about Doctor Barrett, or even introduce him to this audience after his stay with us for these few days, it would simply detract. I am just simply going to say: Doctor Barrett, the audience is yours. Tell them about the development of commercial relations.

#### COMMERCIAL DEVELOPMENT

#### DOCTOR BARRETT

I feel rather impressed, by coming on this program just now, by a terrible sense of let-down; after listening to that not only very fine, not only eloquent, not only that almost poetic appeal of Captain Perigord, to drop down now to my practical level will give you a good deal the same kind of a jolt that you get in riding over some of the streets around here in a fast automobile, but just as you look ahead and see a fine stretch of road there, so will you have that in Mr. Ayana when he speaks. So if you have to have a bump now, just think of what you have enjoyed and what you are going to enjoy, and then it will be all right.

I want to say that I do not think that anyone in attendance at this conference, from my old friend Senator Cole down the line to some of the youngest boys and girls who have come to



these sessions, has enjoyed them more than I have. I get a sense of satisfaction in a conference of this kind that makes my heart well up with joy. I feel as if after long years of effort conferences of this kind confirm the hopefulness that I had in my long, weary years of Pan-Americanism. Let me give you an illustration of what I mean. The other day I was lunching with Frank Munsey, one of the most powerful editors and publishers of this country, now owner of the New York Herald, the Evening Sun, and the Evening Telegram, one of the richest men in America, and he was asking my opinion of the Sun and the Herald, and I said, "You know, Frank, I can go back and show you on the editorial page of the old New York Sun an editorial, written about 17 years ago, headed 'A Hare-Brained Enthusiast';" then there was this double-headed editorial that went on to say that no such hare-brained enthusiast as the head of the Pan-American Union should be allowed to come over to New York City and tell the Chamber of Commerce that the trade of the United States abroad, in Latin America, then approximately amounting to \$450,000,000 per annum, would inside of 20 years pass the billion-dollar mark; that nobody who was an authority could possibly indulge in such a prophecy as that, and that I was misleading the business men, bankers and manufacturers, and the exporters, of the United States in making such a prophecy. And yet, inside of that twenty years, it developed even to the extent of four billion dollars—but within ten years it had easily passed the mark of a billion dollars. And then, I can go back and show you columns and columns of editorials and newspaper comment where I was called an egotist because I insisted upon the recognition of Latin America. I can remember when the Washington Post every day would run a little paragraph in some way ridiculing the efforts I was making for the cause of Pan-Americanism. Now, I am not calling attention to myself, but I want you to realize the mighty change. I remember when a period of six months would pass, and you would not have a single news item in any New York, Philadelphia, Chicago or San Francisco paper, relating to Latin America. I can remember when I could not get a magazine in the United States, hardly, to publish anything regarding it. Today there is hardly a New York or Chicago, or Philadelphia or San Francisco paper that does not carry some item at least from Latin

America, and oftentimes two or three columns, and the magazines in this country everywhere are calling for information. Then again, I can remember so well when only two or three universities in this country paid any heed to my request that they take up courses in Spanish or Portuguese, and that they should also take up courses of commercial study that would teach the potentialities and the possibilities of Latin-American trade. I have a bundle of letters that I received from presidents of universities, professors of economy, and department heads, saying: "This is very interesting—your recommendation—Mr. Director-General, but the time is not yet ripe. We are not prepared to go ahead." Today there is hardly a university or college in the country that is not offering courses of this character, and hardly a technical or high school that is not doing something along that line. So I say to you, let us take heed and consider that if we have accomplished these things in fifteen or twenty years, then think of what is coming the next twenty years. I am not going to enlarge very much on this theme today, but I am going to point out to you two or three fundamental bases; without any reference to sentiment—I took that up in my other talk; without any reference to the great, commanding question of Pan-Americanism, or without supplementing the splendid summary Captain Perigord gave; but simply getting down, you might say, to the hard, practical facts of the situation.

Now, my friends, do you realize these facts: that twenty years ago Germany and Great Britain were leading the United States in the trade of fifteen of the twenty Latin-American countries? In the last fiscal year before the war broke out, 1913-14, the United States was leading Great Britain and Germany in fifteen of the Latin-American countries. Think of that reversal, coming in a period of less than ten years, practically. I know that when I first took charge and went into the Pan-American field it was fifteen to five against us, yet when the great war came on it was fifteen to five in our favor. In other words, the American manufacturer, the American exporter and the American importer had gone into that field with tremendous earnestness, and although he made all kinds of mistakes he had built up our trade until, looking back on the first day of July, 1914, over the trade of the past fiscal year before Germany was out of it, before most of the other

exports and imports of the United States with the twenty Latin-countries of Europe were out of it, the total volume of the American countries approximated \$850,000,000, or \$400,000,000 greater than when I made that prophecy only seven or eight years before, before the New York Chamber of Commerce, and was called a hare-brained enthusiast. The total trade of the British Empire with the Latin-American countries was \$650,000,000, and of Germany \$500,000,000. In other words, we were nearly \$350,000,000 ahead of Germany. Those are the absolute figures of the United States government, of the German government, of the British government, and there is no appeal from them. Now, remember, that includes both exports and imports. Why? Because no trade is worthy of anything that does not include both selling and buying. Where would Los Angeles be if it did not buy enormous quantities, as well as sell? No country on the face of the earth has ever become a great commercial factor that was not a great buying as well as a great selling nation. Now, trade with Latin America has been too much regarded as a question of export—how much could we send them from California, from Los Angeles, from New York, from Chicago, down there? Persuade them down there to buy. There has been too much of that. It is just as much a vital question what can Los Angeles, New York, Chicago, and so on, buy; what can they import of the great raw products of Mexico, of the West Coast, of Central or South America, or any part of Latin America? Bringing them here would have the effect of employing your labor, employing your capital, making your cities bigger and richer. And so, by buying of them they in turn can buy from you. Do you know that for a long time men who were not economists criticized our trade with Latin America because there was a great balance of trade in favor of Latin America—three or four hundred millions. They said “this is all wrong. What a terrible thing! We are paying so much more to them than we are receiving for goods sold to them.” But they forgot; they did not follow the matter to a logical conclusion, from the economic point of view. Say we brought up \$100,000,000 worth of rubber, to put it on that basis—or say \$50,000,000 worth of rubber, from Brazil. What do we do? We take in the raw rubber bales at Para, or on the Amazon, costing perhaps only a very small sum; we

will say, to work it out, 15 or 20 cents a pound. We bring that rubber up to the United States; we take it to Akron, Ohio—where we employ 150,000 men and \$500,000,000 or \$600,000,000 of capital—and then we send that all over the world; and what we bought for \$50,000,000 we sell for \$300,000,000 or \$400,000,000. And there again, through the exchange back of these countries, the problem is worked out, and the real balance is in favor of the United States.

These are things the average man does not think of. We have got to buy as well as sell, in all our trade. Don't ever forget that for a moment.

And I want to see Los Angeles, and California, and every industrial center of this Pacific Coast, take advantage of the great raw resources of Latin America, the great field of supply; and I want to see factories in this city and other cities all over the country take advantage of the produce of those lands, putting it out in a form that can be returned down there. These are the simple, primary facts that are not always thought of, when you are considering this field.

Now, that \$850,000,000, under the influence of the war, boomed until it reached nearly \$4,000,000,000; with Germany entirely out of it, and Great Britain and France largely out of it, because of the home demands of the war. All kinds of firms in this country, in New York, New Orleans, San Francisco, Los Angeles, Philadelphia, were in business, working purely on air, buying goods in enormous quantities. This country when the war ended was just like a man who had been on a terrible drunk—he feels perhaps the enthusiasm of it for a considerable time, and then suddenly comes the awful drop. The United States was on a terrible spree, economically, in its trade with Latin America during the war, and it lasted for nearly a year after the war, when suddenly the cold, gray dawn came, that awful taste in the mouth, and trade began to drop, drop, drop; but it is not so bad, after all, because today it is much larger than it was in the last year before the war began, and we are getting back now to pre-war conditions. We have got to build up, and we are going to build up.

Did you read in this morning's paper the statement given out by the Department of Commerce last night, and published this morning? The statement of Doctor Julius Klein, Bureau of Foreign Commerce, Department of Commerce, was to the ef-

fect that the trade of the United States with Latin America was developing, that it had turned the corner; that general commercial conditions throughout Latin America—Argentina, Chile and elsewhere—showed an increase in buying and an increase in selling; that the tendency was favorable. Now that is something to think of, because it means a great deal for the future. It is not going to go rapidly. Why? Because of the great difficulty of stabilizing exchange. You know, my friends, the great practical need of the hour, the biggest thing today, the greatest impediment in our commercial relationship with Latin America, is this question of exchange; the tremendous premium at which the American dollar is held in comparison with the money of Brazil, Argentina, Chile and other countries.

About a year ago it was my privilege and honor to be selected by a group of manufacturers, bankers and exporters of the United States, and a corresponding group of merchants, bankers and importers in Latin America, to endeavor to dispose of, and to adjudicate the settlement of, goods amounting to \$30,000,000, upon docks and in warehouses, in twelve of the principal ports of Latin America. These goods, we will say, had been bought at the rate of \$30,000,000 when the exchange of Chile, of Argentina, of Brazil and other countries was at par with the dollar of the United States, but before these goods arrived at their destination the importers would have had to pay \$45,000,000 for them, on account of the fall in their exchange and the appreciation of American money. Now, there has been a great deal of unjust criticism of the South American importer and banker because they did not take delivery of these goods. They did not because they could not. The firms importing them could not possibly afford to pay nearly a half more for what they purchased, and the banks could not loan them money with no chance of having it returned; so the question came up of arbitrating this issue, and I am glad to say that all the \$30,000,000 worth of goods, which were, in a sense, placed absolutely under my authority, have today been reduced to \$3,000,000, and I will have this other \$3,000,000 worth disposed of within the next three months—and not a single one of the 400 firms interested, many of whom have been facing insolvency, partially at least, have gone into bankruptcy.

This has taught us a tremendous lesson, and I said the other day to Mr. Hoover, Secretary Hughes, Doctor Rowe and others that I hope the next Pan-American financial conference will study most carefully this question, so that we shall have a stability not only of the dollar, but in all moneys from Canada and the United States on the north to Argentina and Chile on the south. If that can ever be accomplished you have no conception of the mighty impetus it will give to buying and selling between the United States and its neighbors, and the great economic value it will be to those countries as well as to the United States. I shall not tarry to go into the details of that problem; it is extremely intricate, as well as important.

The next point—and it is a tremendous consideration—is the investment of the capital of the people of the United States in Latin America, not only in governmental loans, but in an effort to develop the resources and the products of those countries, on that basis where capital is working just as much for the good of the country where it is employed as for the good of itself, and of those in North America who have sent it down there. The most conservative, careful estimate indicates that today ten billions of dollars of American money could be safely invested throughout the Latin-American countries, in bringing about a tremendous economic, physical, agricultural and mineral development. As was pointed out, that vast area is today just about in the position where the United States was 50 or 60 years ago in the matter of the development of its vast variety of resources.

Then there is the question of shipping. We have made tremendous advances. You can go to the east coast of South America today in just as fine, fast vessels, practically, as those in which you can cross the Atlantic Ocean when you wish to go to England and France. They are getting the same kind of steamers running down the west coast of South America from New York, and I want to see the same kind of steamers going out of San Francisco, as well as Los Angeles and San Diego, down to the west coast of Mexico, Central and South America, in order that their people may come here and ours may go there, because trade is vitally dependent upon travel.

Then there is that question of tariffs. Do you know, there are just two reciprocal things that have to be done: in the first place, the United States must not pass a tariff that discriminates

against the exports of Latin America to the United States, and we hope that the time will soon come when the countries of Latin America will do away with the constant resolutions and decrees that are continually changing the tariff laws of those lands. This is a matter for equitable and reciprocal arrangement between the United States and these countries to the south.

Then this question of commercial arbitration, which I have spoken of in connection with an experience I myself had. I would like to see the time when there will be a system by which all kinds of disputes of a commercial and non-political character will be settled by a court of arbitration, which will have the approval of all of the governments in the Pan-American conference.

Finally, I bring up this point—I have only touched a few of the high spots, as I did the other day, and there are lots of other important ones that I have not touched upon—that final recommendation that it is a primary and fundamental necessity that in every university in America today, that is of a practical nature, there shall be a department or section that not only teaches Spanish, and if possible Portuguese, but also teaches everything about buying and selling with these countries—their characteristics, their possibilities, what they have to sell, and what they will buy, their resources, climate, geography. We have got to have it also in our high schools throughout the land, and then we must follow this up with education in our Chambers of Commerce, our Boards of Trade, our women's clubs, and our social organizations of every character, so that we shall give and have underlying—as Captain Perigord suggested—all this commerce a great moral impetus. Yes, you can only have ideal Pan-Americanism when you have commerce and ideality and nobility of purpose working hand in hand, working for the square deal, working along lines that represent equal benefit to every Latin-American country, with no preference for one, from Argentina and Chile 'way on the south to the United States or Mexico on the north; that all will get an equal deal in the exchange of these products.

So, my friends, as I say this final word to you, I congratulate you here in Los Angeles on the bringing about of this conference, I congratulate the University, I congratulate President von KleinSmid, I congratulate the trustees, and I congratulate

all who have had anything to do with it; and speaking, as I said before, from the standpoint of the patriarch of Pan-Americanism, I not only congratulate you all, but I wish and hope and expect for you all greater achievements in the future than you have ever known in the past.

That there is a wonderful harvest waiting at our door there can be no question, after these messages. Now, how are we going to reap that harvest? Henry V. Anaya, former Consul of Mexico, is going to tell you how to train for this great Pan-American business.

#### BUSINESS TRAINING FOR PAN-AMERICAN COUNTRIES

HENRY V. ANAYA, J.D.

*Former Consul of Mexico*

I believe that my dear friend and distinguished colleague here, Mr. Barrett, misled you a few minutes ago when he stated that before you came to a smooth piece of road you would have to cover a rocky stretch. I am sure that bad piece of road is not him, but myself. You have come now to the point where, after being lulled to security, after you have been made to believe you are riding in ease and without any danger whatsoever, you come to a point where in the middle of the road you are going to find a rock, and you are going to suffer such a jolt that you will certainly be overturned.

For the last few days, and this morning, this honorable place has been occupied by such distinguished orators that I do not know how to feel when I am occupying it myself. But, anyhow, having accepted the invitation to be here today, with pleasure, and during these festivities, I believe it is fitting and proper to mention that it is my second occasion for being present at the inauguration of our distinguished president, Doctor von KleinSmid. It was my great fortune in 1914 of having been a delegate to his inauguration as president of the University of Arizona. At that time I was highly honored in having been appointed a representative of the Department of Education of the Republic of Mexico, as well as of the National University of Mexico, of which I have the honor of being an alumnus, and let me tell you this much, you must remember and know that the National University of Mexico was the second university founded in the American hemi-



sphere, and it was in 1914 for the first time in its history that that university was ever represented at the inauguration of a president of an American university or institution of education, and this high compliment, ladies and gentlemen, was paid to one who was by all reasons entitled to receive it. To that momentous occasion is due, I believe, the credit for the friendly relations existing today between American universities and the University of Mexico, as well as other institutions of learning in Central or South America, and further due to the efforts of Doctor von KleinSmid to bring to us a message of friendship from the American institutions of learning. I believe it is due to him that the ambitions of the Mexicans, as well as other Central and South Americans, was born, to forfeit the pleasure of taking a trip to Europe and attending European institutions of learning, and instead of desiring to come to America, which is our neighbor, and to come into real contact with the people to the north of our boundaries; because, with the visit that four years after was paid by Doctor von KleinSmid to the National University of Mexico, it was plainly shown to our educators, as well as to our students, and to our government, that it would be to our advantage, and for our great benefit, to know the neighbors who are next door to us, rather than neighbors who are three or four or five thousand miles away. And from this moment our students realized that it would be to their advantage to come to this country and learn the ways of the American students and know the American people, rather than continue the ways in which we had been taught for years. We realize today the great deficiencies that exist in our system of education, and, mind you, I do not mean to criticize either our educators or our system, because I believe I am not capable of doing it—I do not possess the qualifications, perhaps, to mention many of these defects—but still by experience I realize and well know that this is a fact, and in my humble way I have seen the necessity for changing our system, of adopting new ways by which the training of our young men would be a training which will be broad and useful to them, that will enable them not only to be enlightened, but also, when leaving their grammar school or high school or college they would be able to rely upon themselves and be productive. I realize that the old system needs to be amended. I know very well, as Doctor Galvez said yesterday or the day

before, that our system of education today is enthroned in that medieval castle, in which we consider that all of our culture is well-guarded, but that culture of three or four hundred or more years ago I believe to a certain extent is antiquated, and we need—yes, I believe it is a necessity—to tear down that castle and upon its foundation build a more modern building, a building that will have the foundation of our old culture and will have more modern ways, a building that will contain the facilities of today, electricity, telephone, radio, and any other kind of service, a building that will be not only a credit to our forefathers but to ourselves, because it will contain, as I have said, all of the culture of the past, but with the reforms of the present, and bearing within it the possibilities of the future.

I know well our system is deficient, because I went through it myself some years ago. I remember when I received at the hands of the principal of my school a diploma, beautifully engraved, and it was the proudest moment of my life when I took it home and showed it to my father, who, by the way, was an early pioneer of California, and he said to me, "Well, son, you think now you are able to handle yourself in a creditable manner in this world? You believe you are able to either manage our business or go out into the world to manage a business for somebody else?" I said, "Yes, daddy, I am, because this paper says so." My dear daddy simply smiled, and it was but a few days after that he proved to me how green I was; and that is the realization that comes to a great many of our young men today, and that is the reason why so many become failures, why they are disappointed, and that is why we need practical training, why education should be practical and useful at the same time, and that is why we have taken to the idea of Doctor von KleinSmid, and asked these great institutions of learning in this country, if you please, for that interchange of students, for that interchange of teachers, because in that way we know we shall receive the best you have here, and we shall profit thereby. Our youngsters who may come from the other side of the Rio Grande to this country will be able to be with you and learn your practical ways, learn those ways that have made this nation today the greatest nation in the world. For that reason we, some of the younger generation, have come to you and proposed, temerarily, that we want you to come to our country, you people of the institutions of

learning of this great republic, you must come down and be our real friends, be our real neighbors; send us the best you have, and we are sure you will find your efforts rewarded, for I am glad and proud to say to you that we of Latin America, Spanish-Americans or whatever we might be called, are capable of learning a good lesson. I believe, and am proud to say, that we have not only the mind, but we have the will. And I may say that in me, gentlemen, is a practical example. It is not what you would call bragging; it is not because I wish to place myself before you as a real example, but what I have myself experienced. After my failure, as I said before, I was sent to this country to continue my education. I was but a young man of 17 when the Spanish-American war was declared, and believing it a duty, or believing it a pleasure, or whatever you may wish, if you please, I ran away from school and joined the Americans and went to the Philippine Islands—and right on my face you can see a souvenir that I am keeping from the Philippine Islands, after nearly two years' service; and after that I can tell you in a few words what my career has been. I have been a soldier, a teacher, a diplomat, and Lord knows what else. It was on my 38th birthday that I came to, and thought seriously for a minute. I decided right then and there that I was not too old to quit learning, and I went and placed myself under the guidance and able leadership of Doctor von KleinSmid, and about my 41st birthday, if you please, I had the greatest honor in my life conferred upon me at his hands, when I received the degree of Doctor of Jurisprudence.

That is the proof, ladies and gentlemen, of my statement of a few minutes ago. We have the mind, and we have the will; and when we say we are going to study, we are going to learn, no matter how young or how old we may be, we go right to the point and obtain the results; that is Latin America.

And that is the reason I say again that we need the benefit of the great example, and the great beneficial assistance that can be given to ourselves, not only through the friendly intercourse of your people with our people, but our teachers with your teachers, and with our students as well. And that is the reason why we are advocating today, and we are praying that the day will come when this beautiful dream which has so many claimers today, but which I myself pride myself in giving the

credit of to our beloved president right here, will come true; that the American institutions of learning will have a real interchange with the institutions of learning in Mexico, as well as Central and South America, and in that way we shall be able to carry on the amendments necessary to our educational system, and our young men and young women of today will benefit thereby, by obtaining a real, practical education that will place them on the same plane as any other nation on this American continent. We need today that our young men shall be practical; that when they go to school they shall not only be taught their regular grammar, or arithmetic, or geography, or history, but there should be as well more practical teachings. There should be stenographic and commercial courses, especially, and many other things so essentially necessary to be able to compete not only at home but at any other place with any other nation.

I said before that you have been listening here the last two days and this morning to masterly orators, and I know well that it would be practically impossible for me to say something that will be of real interest to you; so I will only say that it is our sincere wish that a closer friendship shall exist between this country and her sister republic on the other side of the Rio Grande. I can not speak, as someone has said he spoke for himself and Latin America; I can only speak for myself and for my own republic; we realize the necessity that we must be closer and closer friends; very much we realize the necessity that you American people must know the Mexican people better, so that you can properly appreciate them; many of you, unfortunately, have the wrong idea, because you have been guided, as our friend Captain Perigord said a few minutes ago, by what somebody else has either published in the newspapers or in the form of a book, but when you may have an opportunity go down into our country and see our people. Of course, you will find them different to a certain extent, yes. We have, of course, unfortunately, practically only two kinds of people—the very higher class and the very lowest class, and what we are in need of today, and what we are trying to bring about, is the formation of a middle class. We need the link, the connecting link, between the higher-ups, the descendants of the old Don, the party that could show you a beautiful shield with sixteen quarterings or more, and the man that is used to work 16 hours

during the day for a miserable wage; and that is one of the reasons why today we are going to get this poorer class educated in such a manner that it will not only be useful to itself, but to the country. That is why it is necessary today to have this manual training, this vocational education, this practical education, this business training, that will place our young men and women of today in a position where, as I said before, they will not alone be self-supporting, but productive, and to attain this end, regardless of any political matters, regardless of anything that may be in our way, we are bending our energies and our will. We have the sincere hope that in the very near future we shall be able to see the dawn of the new day, the herald of the new era, in which the real brotherhood of man and the real brotherly love between these two near and neighborly nations shall be fully realized; and we pray and hope that these great institutions of learning shall be the means to the end, to the carrying out of this dream to a reality.

It is certainly but fitting for me at this time to praise the great and wonderful idea of President von KleinSmid to have this great gathering of delegates from Pan-America at his inauguration. I know his brilliant mind is capable of carrying that farther yet, not only technically or theoretically, but to a reality of greater usefulness, and the real end for what it perhaps has been called for; and I know that this great institution which has been placed today under his care and guidance, being under the guidance of one of the greatest divisions of the church of Our Lord, I am sure that the great wisdom of Our Father Who is in Heaven shall descend upon him to carry out this wonderful, this great, and this useful work. And the day shall come when this great institution and this great man shall be in a position to claim the credit for the great results that shall be achieved.

Here and now—I may be wrong in bringing up the incident of yesterday—I wish to say for myself, and in particular for my country, that regardless of what was said here to the effect that Protestantism has not made any inroads in Latin America, it may not have done so in a particular place or a particular republic, but in our country, I am proud and glad to say, this can not be said of Protestantism, and we are glad of it, because these great missionaries are going down there to the masses of our people and teaching them, and reading to them the truth

which was indeed given to them by our Lord Jesus Christ, and I fully believe the time will come when all of our people who are broad and liberal-minded will fully take into consideration and voice appreciation of the work of these people, and of those great institutions that have been sending these people down to our country.

Now, time being short, I wish to say that it is my sincere wish that the administration of Doctor von KleinSmid shall be wonderfully successful, as I know it will be, and that with the assistance of the Board of Trustees and the president emeritus of this institution his work will be not only well done, but it will be useful, and will be for the benefit not only of this great institution and students that may be placed under his guidance, but it will be useful to our people beyond the Rio Grande as well. Therefore, in my humble way, I wish to express my sincere thanks for this opportunity to wish not only to him, my dear friend, but to all others connected with him and this great institution, the greatest prosperity that the Lord may see fit to grant unto them.

### DOCTOR BOGARDUS

The Committee on Resolutions, the foreign representatives of which are:

DOCTOR JULIO Z. URIBURU, *representative of Peru;*

SEÑOR GUMARO VILLALOBOS, *Consul General, representative of Mexico;*

DOCTOR JOSE GALVEZ, *University of Chile;*

DOCTOR MANUEL FEDERICO RODRIGUEZ, *representative of Honduras;*

have presented these resolutions:

The following resolutions are submitted for consideration and action on the part of this Conference:

"RESOLVED, that this Conference authorize an Executive Committee with power, consisting of President von KleinSmid, Chairman, Doctor Uriburu, delegate to the Conference from Peru, and another to be named by those two, which shall undertake to determine the further activities of this Conference, its name, its organization, and any other matters that may appear before it for consideration.

"RESOLVED, that this Conference, with expression of deepest appreciation, accept the very gracious invitation of Consul Villalobos, delegate from the Republic of Mexico, to hold its next meeting at the National University in Mexico City, at

such time as is agreeable to our host, and shall be determined upon by the Executive Committee.

"RESOLVED, that the forty-two recommendations submitted by Doctor Jose Galvez, delegate of the University of Chile, be accepted by the Conference as a basis for the program for the next Conference, and referred to the Executive Committee, already named, for study, and with authority to eliminate or add to as may seem wise.

"RESOLVED, that the interests of Pan-Americanism would be furthered by petitioning the governments of Spanish-America through the Pan-American Union to make possible a tour of the United States by leading educational authorities of their respective countries, and that the suggestion of Doctor John Barrett be forwarded at once to the Pan-American Union, to the effect that it may be recommended to the Chilean Government that they make possible the tour of the United States by Doctor Carlos Fernandez Pena, founder of the National Educational Association of Chile, the organizer of the Chilean League of Social Hygiene, and the pioneer of prohibition in Chile."

(It was then moved and seconded that the foregoing resolutions be adopted by the Conference, which was done by unanimous vote.)

### DOCTOR BOGARDUS

Before adjourning the conference, I wish to express to all of the delegates and all of our guests the great pleasure and honor which you have conferred upon us by coming here and participating with us. I am sure that I breathe the spirit of our distinguished president, and of this institution, when I extend to you a most cordial invitation to come again and come again, to come any time you wish to come, and when you do come you are not only welcome, but thrice-welcome, and that because of your coming our appreciation of you and our interest in your welfare has multiplied many-fold.

## PRESIDENT VON KLEINSMID

There is in the Pan-American Union Building in Washington this motto:

*"God has made us neighbors.  
Let justice make us friends."*

If you have received something from this conference, be assured, our delegates from Spanish-American countries, we have received as much or more. Will you not, then, take back to your countries our heartfelt appreciation of their acceptance of our invitation, and of the contribution which they have made to our deliberations in sending you as their representatives?

The conference is adjourned.



## LIST OF DELEGATES

### DELEGATES FROM FOREIGN COUNTRIES

Representative of Bolivia SENOR LUIS LAREDO, Consul	Representative of Italy VICTORIO ROLANDI-RICCI, Royal Ambassador
Representative of Chile DR. MARCUS HUIDOBRO, Consul General, San Francisco	Representative of Japan UJIRO OYAMA, Consul
Representative of Colombia SENOR D. FORTUNATO PEREIRA GAMBA, Consul	Representative of Mexico SENOR GUMARO VILLALOBOS, Consul General (New York)
Representative of Cuba SENOR JOSÉ S. SAENZ, Consul	Representatives of Nicaragua SENOR FERNANDO CHAMORRO CH, Consul General, San Francisco DR. ARTHUR PALLAIS, Consul
Representative of Costa Rica and Guatemala SENOR CARLOS E. BOBERTZ, Consul	Representative of Panama SENOR J. E. LEFEVRE, Charge d'Affaires
Representative of Great Britain MAJOR J. A. OSBORNE, Vice-Consul	Representatives of Peru DR. AUGUSTIN T. WHILAR DR. JULIO Z. URIBURU SENOR ALBERT LEON PORTA, Consul
Representative of Honduras DR. MANUEL FEDERICO RODRIGUEZ, Consul	
	Representative of Salvador SENOR ROBERT E. TRACEY, Consul

### DELEGATES FROM INSTITUTIONS IN FOREIGN COUNTRIES

(Institutions are named in the order of their founding.)

University of Oxford WILLIAM C. CRITTENDEN, A.B.	McGill University JAMES EWAN MACDONALD, B.S.
Universidad Mayor de San Marcos de Lima Principal AUGUSTIN T. WHILAR, Ph.D.	University of Toronto Reverend Dean WILLIAM MACCOR- MACK, A.M.
University of Dublin Professor ALBERT J. W. CERF, A.M., LL.D.	Royal University of Ireland Reverend JOHN J. CLIFFORD, S.T.L., J.C.L.
Universidad Nacional de Chile Director JOSÉ M. GÁLVEZ, A.M., Ph.D.	National University of Salvador ROBERT E. TRACEY
St. Patrick's College The Right Reverend JOHN J. CANTWELL	National University of Honduras MANUEL FEDERICO RODRIGUEZ, LL.D.
Dalhousie University CHARLES WILLOUGHBY ANDERSON, A.B., M.D., C.M.	University of South Wales and Monmouthshire Professor J. W. SCOTT, A.M., D.Phil.
University of Genoa Royal Ambassador VICTORIO ROLANDI-RICCI, LL.D.	S. Paulo College (Brazil) W. A. WADDELL, Ph.D., D.D.
	University of Hawaii President ARTHUR LYMAN DEAN, Ph.D.

## DELEGATES FROM INSTITUTIONS IN THE UNITED STATES

(Institutions are named in the order of their founding.)

- |   |  |
|---|--|
| Harvard University<br>Professor WILLIAM B. MUNRO,<br>LL.B., Ph.D.                       | Bowdoin College<br>Professor HOWARD LESLIE LUNT,<br>A.M.   |
| College of William and Mary<br>WILLIAM HANEY NEBLETT, A.B.                              | University of Tennessee<br>President THOMAS A. DAVIS, A.M.<br>(Captain U.S.A.)                         |
| Yale University<br>Principal SHERMAN DAY THACHER<br>A.B., LL.B.                         | Washington and Jefferson College<br>JOHN D. FREDERICKS, A.B.   |
| University of Pennsylvania<br>Professor ALLISON GAW,<br>B.S., A.B., Ph.D.               | Ohio State University<br>HOWARD J. LUCAS, A.M.   |
| Union College<br>THOMAS H. FOOTE, C.E.  | University of Maryland<br>C. G. CHURCH, M.S.   |
| Princeton University<br>Trustee JOHN MCWILLIAMS,<br>Jr., A.B.                           | Allegheny College<br>Reverend ROBERT G. FREEMAN,<br>A.M., D.D.   |
| Columbia University<br>WALTER JARVIS BARLOW, A.M., M.D.                                 | Andover Theological Seminary<br>Reverend CARL SAFFORD PATTON,<br>D.D., Ph.D.                           |
| Teachers College, Columbia University<br>Professor CLARENCE H. ROBINSON,<br>A.M., Ph.D. | Auburn Theological Seminary<br>Reverend CLARENCE A. SPAULDING,<br>D.D.                                 |
| Brown University<br>Professor BERNARD C. EWER,<br>A.M. Ph.D.                            | Colgate University<br>Professor DAVID FOSTER ESTES,<br>A.M., D.D.<br>Reverend C. C. PIERCE, A.M., D.D. |
| Rutgers College<br>DANIEL B. MINER, A.B.  | Norwich University<br>Lieutenant Colonel HENRY B.<br>HERSEY, M.S.                                      |
| Dartmouth College<br>Professor WALTER SIDNEY ADAMS,<br>A.B., Sc.D.                      | Indiana University<br>LAMBERT BARKER, A.B.   |
| University of Pittsburg<br>EARL W. PAUL, E.E.   | Amherst College<br>Reverend GEORGE F. KENNGOTT,<br>Ph.D.   |
| University of North Carolina<br>WILLIAM GIBBS MCADOO,<br>A.M., LL.D.                    | George Washington University<br>W. F. ADAMS, LL.B.   |
| Georgetown University<br>CALVERT WILSON, A.M.   | Yale Divinity School<br>Professor RAYMOND C. BROOKS,<br>A.B., B.D., D.D.                               |
| University of Vermont<br>Professor FREDRICK TUPPER, A.B.                                | Trinity College<br>President Emeritus FLAVEL SWEETE,<br>LUTHER, A.M., Ph.D., LL.D.                     |
| Williams College<br>Right Reverend JOSEPH H. JOHNSON,<br>D.D.                           | Rensselaer Polytechnic Institute<br>WILLIAM F. BIXBY, C.E.   |

- College of the Pacific  
President TULLY C. KNOLES,  
A.M., D.D.
- Tufts College  
IRVING R. BANCROFT, Ph.B. M.D.
- Cornell College  
Reverend MERLE N. SMITH,  
A.B., D.D.
- Washington University (St. Louis)  
Reverend HERBERT BOOTH SMITH,  
A.M., D.D.
- Hamline University  
VERNON MONROE MCCOOMBS,  
A.M., D.D.
- Berea College  
Treasurer THOMAS JOSEPH OSBORNE.
- Butler College  
Reverend E. F. DAUGHERTY, A.M.
- Chicago Theological Seminary  
Reverend HENRY KENDELL BOOTH,  
A.M., D.D.
- Elmira College  
Dean EMILY BILES, A.M.
- Garrett Biblical Institute  
Professor CLARENCE V. GILLILAND,  
A.M., S.T.B., D.D.
- Pennsylvania State College  
Professor CHARLES WALTER LAW-  
RENCE, B.S., C.E.
- St. Lawrence University  
Reverend W. C. SELLECK, D.D.
- Lake Forest College  
ANNA RHEA WILSON, A.M.
- Upper Iowa University  
Ex-President CHAUNCEY P. COLGROVE  
A.M., Sc.D., LL.D.
- Baker University  
Reverend CHARLES BENJAMIN DAL-  
TON, B.D., A.M.
- Adrian College  
E. C. CHANDLER, B.S., D.D.S.
- Earlham College  
President Emeritus A. ROSENBERGER,  
AB., LL.B.
- Whitman College  
Professor RAYMOND C. BROOKS,  
A.B., D.D.
- Augustana College  
Principal ALBERT E. WILSON,  
A.B., Ph.D.
- Louisiana State University  
FRANCIS ROSS BLOUIN, B.S.
- Wheaton College  
JOHN H. BREYER, A.M., M.D.
- Massachusetts Institute of Technology  
MYRON HUNT
- North-Western College  
Reverend F. A. ZELLER, Ph.B.
- Vassar College  
Superintendent SUSAN M. DORSEY,  
A.B., LL.D.
- University of Washington  
AIMAR AUZIAS DE TRUENNE, A.B.
- Kansas State Agricultural College  
WAYNE B. CAVE, B.S.
- Bates College  
Right Reverend WILLIAM BERTRAND  
STEVENS, A.M., Ph.D., LL.D.
- Central Wesleyan College  
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